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MANAGEMENT EDUCATION IN HONG KONG

by

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CHAPTER I

INTRODUCTION

A. The Significance of Management

It has been generally recognized after World War II that the strength of a country cannot be measured merely by the abundance of her natural resources, the military forces, and even the degree of industrialization. It should also be measured by her capability of developing and utilizing human resource -- the capability of increasing the knowledge, the skills, and the capacities of all the people in the society.

It was Adam Smith, the first and greatest of the Western economists, who perceived with luminous clarity that the skill and dexterity of the population is the foundation of a nation's wealth. Capital accumulated through saving is a necessary ingredient of economic progress but capital by itself is largely sterile. Only competent and trained people can put capital to use in such manner that it will lighten their work and increase the yield from their efforts.

The United States has been forced to learn and relearn during the past two decades, that the export of

capital alone may contribute very little to speeding the economic development of countries in an early stage of industrialization. The point is always whether the underdeveloped nation has the minimum number of competent managerial and skilled personnel who can make effective use of the capital. Western Europe has also experienced this truth in the last decade. J.J. Servan-Schroiber in his book "The American Challenge" pointed out that the secret of American dynamism does not lie in the pressure of surplus American capital for investment outlets abroad, nor does it lie in American plans for political domination, nor does it lie in American scientific and technological superiority. The disparity lies rather in the "art of organization" -- in the mobilization of intelligence and talent to conquer not only invention but development, production and marketing. He thus concluded that the gap between Europe and the United States was not less technological but managerial.

Robert S. McNamara, the Minister of Defence of the United States who was renowned for his successful introduction of PPBS¹ to the Ministry of Defence said that

¹ PPBS = Planing-Programming-Budgeting System which has been used still now. In 1965, President Jognson extended the use of PPBS to other government departments.

management was the most creative of all the arts and it was the gate through which social, political, economic and technological changes -- indeed in every dimension -- are rationally and effectively spread through society.

The modern civilization has increasingly become one of cooperative endeavor. The effectiveness with which people work together toward the attainment of enterprise goals is largely determined by the ability of those who hold managerial positions. It is pointless to have scientific knowledge, engineering skills, technical abilities, or vast material resources unless the quality of managing in organized groups permits effective co-ordination of human resources.

Managerial personnel may be the type of people who, in general, fill the strategic occupations in modern societies. From their ranks is drawn the leadership for economic, political, and social activities. The importance of this small but strategic sector of the labour force for developing countries has been succinctly expressed by Paul G. Hoffman, Managing Director of the United Nations Special Fund:

The underdeveloped countries need high level manpower just as urgently as they need capital. Indeed, unless

these countries are able to develop the required strategic human resources they cannot effectively absorb capital. Of all the resources required for economic development, high talent manpower requires the LONGEST "lead time" for its creation. Dams, power stations, textile factories and steel mills can be constructed in a few years, but it takes 10 to 15 years to develop managers, engineers, and the administration to operate them. The existence of such manpower, however, is essential if the countries are to achieve self-sustaining growth.

The further value of high-level manpower for a more advanced economy has been stressed by John W. Gardner, president of the Carnegie Corporation of New York:

The demand for high-talent manpower is firmly rooted in the level of technological complexity which characterizes modern life, and the complexity of social organization. And even more important than either of these is the RATE OF INNOVATION AND CHANGE in both technological and social spheres. In a world that is racking with change we need more than anything else a high capacity for adjustment to changed circumstances, a capacity for innovation. The solutions

we hit on today will be outmoded tomorrow. Only high ability and sound education equip a man for the continuous seeking of new solutions.

1. What is Management?

Before discussing management education, we should firstly know what management really is.

"Management" is defined by L. F. Urwick in his book "Education and Training for Management" as the body of knowledge about managing and, managing is getting things done with and through people. It is the executive aspect of the task of governing any type of institution involving collaboration between people.

A more precise definition was made by Koontz and O'Donnell in their book "Principles of Management". They said that managing is the design or creation and maintenance of an internal environment in an enterprise where individuals, working together in groups, can perform efficiently and effectively towards the attainment of their goals. Essentially, managing is the art of doing and management is the body of organized knowledge of managing around these functions.

Business undertakings are one of the most common of these systems of human co-operation. And much of the early work on management was done in and with reference to private business undertakings. But this does not mean that management as a subject is confined exclusively to business or that experience gained in other institutions than business is not applicable. Management knowledge is as applicable to running a city or a church or a football team as it is to running a business. And experience derived from the armed forces, from conducting a school, a hospital or a track meet is just as much part of the raw material of management as is experience derived from competitive business.

Is management a science or an art? Koontz and O'Donnell explained it well. They said that the most productive art is always based on an understanding of the science underlying it. Thus, science and art are not mutually exclusive but are complementary. As science improves, so should art, as has happened in the physical and biological sciences. The physician without a knowledge of science becomes a witch doctor; with science, an artful surgeon. The executive attempting to manage without a theory and knowledge structured by it must trust to luck, intuition, or what he did in the past; with organized knowledge he has a far better opportunity to design a workable and sound solution to a managerial problem. However, more knowledge of principles or theory will not assure

successful practice because one must know how to use them. Also, since there is no science in which everything is known and all relationships proved, science cannot be a comprehensive tool of the artist. This is true of diagnosing illness, designing bridges, or managing a company.

2. The Origin and Spread of Management Education

American universities have been pioneers and leaders in management education. But the history of collegiate business education in the United States is not very old. The story begins with the founding of the Wharton School in 1881. Yet the rapid spread of business education in American colleges and universities did not begin until the First World War. After that, expansion was continuous and rapid, marked by particularly sharp spurts immediately following each of the two World Wars. Now American universities are enthusiastic in the international dissemination of management education, and have contributed much in transferring modern management philosophy and practice from the United States to less-developed countries.

Prior to World War II, it can be said that, in general, managers were developing largely by "the hard way" -- learning from experience, from their mistakes and successes, from the examples set by their bosses, or in some cases, through

coaching, job rotation, and working as assistants to their superior. There was no general recognition of the need for planned comprehensive, and continuing education for managers. The idea of preparing a man for supervisory or managerial responsibility before he was given the responsibility had not yet been generally recognized. It was a very common question 'Can management be taught?'

It was gradually recognized after World War II that management can be learnt in educational establishments or training schools. The history of American business schools is now acknowledged and the experience of management education is widely dispersed. Those more perceptive and progressive business and industrial firms realize that the survival and growth of the modern business enterprise depends primarily on the well-educated managerial personnel. As environments, internal or external, are changing, management education and development could no longer be left to chance, but must be put on an organized footing through a comprehensive, planned, and continuing program.

3. The Changing Environment and The Need of Management Education

It is obvious that the development of management education is a product of the changing business environment. Fifty years ago, business firms were much smaller; organizational problems were simpler; it was easier for the entrepreneur

to adjust to technological developments and the economic, social and political environments.

The situation has changed rapidly during the last fifty years. Business firms have been growing in size; ownership and management in large firms have been gradually separated; large-scale factory and mass production have prevailed; product distribution and competition have extended to world markets. At the same time, there are changes in products, production process and techniques; marketing procedures; changes in economic system, in social values, and in management and general philosophy and theory underlying the operation of commerce and industry. As the relationships between these changes are complicated, we can hardly distinguish between cause and result. However, their effects on management are much easier to be found.

- a. The growing size of business undertakings has been the result of scientific and technological developments. The appearance of steam engine, internal combustion engine and the use of electricity have derived a series of activities in mechanization and technological improvements. Improvements in production techniques, transportation tools and communication equipment enabled industrial undertakings to produce cheaper and faster; to market farther and

quicker; to grow larger and wider. This has been the trend in the past and will be the trend in the future.

- b. Because of the increasing amount and complexity of managerial problems, management and ownership are increasingly divorced. As the entrepreneur has not enough time and energy to deal with all matters, he has to share part of his responsibilities and authorities with his subordinates. If he does not have descendants or his descendants are unable to succeed him, the duty will then inevitably fall on the shoulder of the professional managers.

On the other hand, many companies are founded as public holding companies, their ownership and management are separated at the very beginning. Nowadays when the minimum amount for starting a business is sharply increasing, this kind of company will undoubtedly increase. Since the ownership and management is increasingly separated in the large firms, more and more business leadership will be taken over by competent salaried executives. For a top position of management wealth and family connection are becoming less important than academic background and working capability.

c. As business firms have grown in size, increasing emphasis is being placed on organizational problems. There has been an enormous increase in the importance of the administrative function. The process of decision-making has been more rational, thus greatly increasing the need for co-ordination and planning within the enterprise. This approach, when applied to operational problems, produces a range of new managerial tools and concepts such as operation research, linear programming, PERT, information system and decision theory.

In order to maintain the organization harmony and to achieve a higher level of morale, there has been an increasing emphasis on the role of the individual in organizations. Skill in human relations has become an essential ingredient of effective management. This is more relevant to the educational background of the executives.

d. For the benefits of diversification (in some degree under the pressure of keen competition) and because of the increasing complexity of technical and managerial know-how, the modern business and industrial structure as a whole and the individual establishments are highly specialized. Textile industry

is separated into spinning, weaving, knitting, and dyeing; the functions of marketing, production, financing, research and development are increasingly separated and specialized. It is much easier and more suitable for the educational institutions to develop that kind of personnel.

- e. Parallel with the above changes are equally significant social and political trends. Industrial relation at the work-place and at the national level are changing. Legislation affecting companies is becoming more complicated and far-reaching, embracing both consumer and shareholder protection. The society as a whole is taking a much greater interest in the doings of management, managers will have to be acutely aware of their social and political environments.
- f. The advance of technology always changes the concept and process of management. The computer is the one which affects management most seriously. A computer can work rapidly, accurately and systematically as assigned by the programmer. It is not an extension of office mechanization, but a revolutionary means of processing information for control and operation. If mechanization is the central issue of the "first"

industrial revolution, then computerization should be regarded as the "second" industrial revolution. As natural power has been utilized to substitute for manual power through mechanization, it will be further utilized to substitute for brainpower through computerization.

Managers now are forced to decide what information they need to run their companies and to design systems for running it. Once they have done this, it will be possible for them to receive the data directly from the computer centre without the need of passing upwards from the middle-level managers. Furthermore, the computer itself will make possible the development and application of new tools of analysis and decision-making. Based on mathematics, statistics and accounting, these new techniques will enable management to identify more clearly the various situations, to be more rigorous in their weighing facts and consideration of decision-making. Mathematical models and simulation will be increasingly used to test out alternative decisions, while game theory will be used to evolve competitive strategies. With the speedier design of data-processing and alternative-testing, the conventional departmental structure will become increasingly

irrelevant. The number of staff personnel for running the computer will be increased, while on the other hand, middle-level managers will be increasingly winnowed. Departmental boundaries and status will inevitably disappear. The company will be viewed as an information system connecting with decision taking points and action taking points.

Some people said that the days of full computerization is still far away because the cost of using a computer is too high and the need for computers in small and medium size firms is not yet recognized. However, this opinion is increasingly out-of-date -- the growing size of enterprises will increase the need of fast-decision-making and on the other hand, the appearance of time-sharing design makes it possible for the smaller firms to use a computer mutually and much more economically. It is clear that the days of "automation" is not too far away, and management personnel must now be prepared to keep up with the development of computer science and be able to apply newly developed techniques into relevant concerns.

- g. For various incentive reasons -- the aspiration of exploring the great nature and other planets, the

need of military advantage, and the necessity (in most cases in a free economy, the profit incentive) of satisfying the needs of human beings in living and working, scientific and technological knowledge must therefore be able to be developed rapidly.

By the help of the existing scientific and technological knowledge, and the environment of high specialization, the rate of development is no more in arithmetical progression, but in geometrical progression. Managers -- actually partial scientists, will not be useful unless they are enabled to keep their knowledge up-to-date. Therefore they have to be given adequate opportunity and encouragement to keep their specialized skill up-to-date. This is a very important job for the educational institutions to do.

It is inescapable that these changes will demand from our managers a flexibility of mind, and a capacity not only to adjust to change but to initiate and manage change.

As the task of management is becoming more complex and is demanding more expertise, it is becoming increasingly more difficult and more dangerous to manage merely by past experience or "trial and error". Managers of the future will need not only sound basic education but systematic training. They will

need to be familiar with the growing body of knowledge, social and basic grounding in mathematics, statistics, economics and accounting from which the new managerial techniques are developing. They will need appropriate training in the techniques and highly developed skills in applying them. Lastly, they will need to be aware of and to understand the forces at work, scientific, economic, social and political which are constantly changing and in which they are operating. Companies therefore have very little choice, since the manager is the dynamic element in a business and since in a competitive economy the quality of management determines the success of a business, it is only good business sense to ensure that one's managers are as well-trained as possible. This cannot be done by leaving it to chance. It demands a forward looking policy and thorough going and systematic approach.

Clusters of Consideration in Establishing Management
Education Policies

In analysing the processes of generation and utilization of managerial manpower, several clusters of questions are relevant.

- a. The first is related to the development of formal education. What are the available choices in emphasis on secondary, and higher education? What should be the orientation and emphasis of formal education at various levels? To what extent should vocational and technical education be developed, and what are the alternative means of providing it? What are the requirements for teachers, and what are the available choices in producing the quantity and quality of teachers needed? And finally what means can be taken to increase the general efficiency of educational systems?
- b. The accumulation of managerial manpower may start with formal education, but it does not end there. It is a continuous, lifetime process, and the knowledge and skills acquired during employment are often as valuable as those acquired in school. Thus another cluster of questions relates to the development of managerial manpower. What is the responsibility of the employing institutions for

training on the job, and how can a greater share of the burden of training be shifted to these institutions?

What measures can be taken to create a closer and more productive relationship between educational institutions and employing institutions? What is the most suitable role for actual or potential managerial personnel?

c. The building of incentives is crucial for both accumulation and utilization of managerial manpower. In fact, investments in education may be wasted unless men and women have the will to be prepared and have the chance to be employed. On the other hand, it's up to the wage and salary structure in public institutions and private enterprise to encourage the generation and the effective utilization of scarce skills; if it is not, what measures may be recommended to change it? Finally, how effective is the market as a mechanism for the optimum allocation of manpower; and if it is relatively ineffective, what improvements can be recommended?

d. The final cluster of questions involves international movements of managerial manpower. To what extent is Hong Kong dependent on foreign managerial manpower? Do the advanced countries export managerial personnel to Hong Kong, or do they tend to lure managerial manpower away from Hong Kong? And what are the consequences?

All of the above clusters of questions are interdependent. The answer to one cluster depends upon the synchronized answer to the others: Managerial personnel develop by day-to-day work experience, but it also depends on previous formal education. To some extent, managerial manpower shortage may be alleviated through training and education, yet at the same time they may be the consequence of poorly designed school systems. Therefore, the educational planner should be able to recognize the situations of and relationships between the related aspects. Educational policies are limited not only by time, but also by tradition, as well as political and social pressures. The planner should therefore identify not just the desirable or theoretically possible, but also the realistic alternatives which exist in the light of known or expected pressures. This requires more than adequate statistics; it calls for more than a knowledge of economics and familiarity with education. It demands above all sound judgement based upon experience, as well as the ability to perceive complex relationships between social, political and economic factors.

2. Purpose of the study

From the above clusters, readers may have an overall concept about the study of management education. The problems of management education are complex and their solution

requires co-operation between the economists, educators, sociologists and the government. The writer is not an educator and he has not yet been graduated from the graduate school of business administration. What he intend to do is only to make a general survey of the system of management education in Hong Kong -- how far they have grasped the modern concepts of management education and to what extent they have applied the methods and techniques which are generally used in the more advanced countries. In the light of the developed theories and principles of management education, and based on the conditions of Hong Kong -- in economic, social, political and legal aspects, the writer will try to evaluate and comment on the system and the practices of the schools and institutions providing management education in Hong Kong.

3. Scope of the study

Management education in Hong Kong is not popular and the history of it is also short. The number of schools and institutions providing management education is less than ten. Although some larger enterprises have their own training or development programs for their management personnel, yet the number of such companies is very few. As the prupose and methods of in-company training are somewhat and in some cases completely different from those of the formal educational

institutions, the writer therefore does not intend to cover in-company development programs in his detailed studies.

Generally speaking, management is the way of getting things done through people. But specifically speaking, management problems differ from industry to industry, from firm to firm, and even in the same firm, differ by function and level of management post. The purpose of management education is to produce and develop efficient managerial manpower. The scope and level of management education are therefore inevitably limited by the nature of the management jobs. At present, educational institutions have scarcely designed specific programs for a certain industry or for a certain type of firm. Their programs are mostly classified by functions of management. Different levels of management education are always conducted by different institutions. In order to have a deeper study of a certain field of management education, this thesis will cover only the facilities providing management education for those who are occupying or will occupy middle and senior managerial positions -- in other words, facilities which may properly be termed as higher education.

From the recent publications, readers may easily find that the term 'management education' is always used as a synonym of 'business education'. This is because management

education is derived from business education and has not yet been separated from the latter. Actually, management education is somewhat different from business education -- business education covers a wider range of studies including those of lower level business techniques such as book-keeping, secretarial and clerical works. However, the scope of management studies is not limited by business activities. Government facilities, social, medical and educational institutions also have the function of management. As management education is increasingly separated from business education and spreading into other fields of work, and the purpose of modern management is to deal with change, the writer will try to discuss it from an overall point of view.

4. Research Methodology

The research methodology of this study consists of library research, personal interview, and sampling survey.

The main purpose of library research is to build up a frame work for analysis and evaluation. It includes collection of books, journals, reports and government publications. The former two items are mainly used for theoretical studies, and the latter two for fact finding and comparison. This phase of research has been conducted in the libraries of the three foundation colleges of the Chinese university of Hong

Kong, the central library of the Chinese university of Hong Kong, the library of Hong Kong University, the reference libraries of Hong Kong Management Association, Hong Kong Productivity Centre and the Urban Council Public Libraries. Except from the local libraries, the writer also tried to collect information from countries of East Asia through correspondence with the management associations in these countries.

The objective of personal interview is to find out the real situation of the schools and institutions providing management education in Hong Kong. Most of the persons selected to be interviewed are department heads or senior staff of the schools and institutions. Obviously, some information such as the purpose of the institution, its history, programs, and methods of instruction can easily be found from the calendar, annual report and some introductory publications. The personal interview would therefore be limited to information which cannot or can hardly be found from the above sources. Although the number of schools and institutions providing management education in Hong Kong is few, they are greatly different from each other. Therefore the questions designed to be asked are somewhat different for each school or institution.

It has been mentioned that the accomplishment of management education is tightly related to the adaptability of the education programs against the requirements of the business community and close co-ordination of the educational institutions and the business enterprises. The purpose of the sampling survey is to build up a basis to evaluate the system and policies of management education in Hong Kong and to make suggestions. The information to be collected is listed as follows:-

1. The knowledge and abilities needed by functional and higher level managers in Hong Kong.
2. The relationship between the managers' academic background and the jobs they jobs they are occupying.
3. The sources and ways through which the managers in Hong K^ung develop themselves at present.
4. The policies of the firms operating in Hong Kong against the programs of management education.
5. The kinds of assistance already provided or might be willing to be provided by the firms in Hong Kong.

a. Selection of Sample

As the time, manpower and other available resources are limited, the writer therefore does not intend to draw a large sample for this survey. In order

to draw a sample which can be used to represent the population of the managers in Hong Kong, the writer therefore decided to draw 400 persons out of the members of Hong Kong Management Association. Before 1970, the Association's membership was in five classes -- Full Members, Associate Members, Junior Members, Representative Members and Honorary Members. All of these members were required to be persons actively engaged in management positions in industry, commerce, Government and public organizations, and the classes were mainly defined by age and working experience, the members therefore included all kinds, all types, and all levels of managers. As this survey is a fundamental survey which covers all managers in Hong Kong, members of Hong Kong Management Association is believed to be an ideal group for drawing a sample.

In selecting the sample for this survey, random sampling method was applied. The writer selected, as stated in the above paragraph, 400 persons out of the members of Hong Kong Management Association -- 138 out of 344 Full Members; 196 out of 529 Associate Members; and 66 out of Junior Members. Representative Members and Honorary Members were not included in the sample because the former did not represent individuals and the latter had only one.

Each candidate required to participate in this survey was notified by a letter; two sets of questionnaires -- one in Chinese and one in English. In order to obtain better co-operation, the respondents were not asked to sign their names. Stamped and addressed envelopes for returning filled questionnaires were enclosed in the letters.

b. Result of The Survey

The survey was carried out during October-December 1971. Of the 400 questionnaires sent out, 134 were returned but only 106 were completed and used in the analysis. A summary of the finding of the survey is given in Appendix II.

CHAPTER II

THE SYSTEM OF MANAGEMENT EDUCATION IN HONG KONG

As mentioned above, the purpose of this study is to make a general survey of the performance of management education in Hong Kong. In order to have a deeper understanding about management education, a brief description of the development of management education in Hong Kong is necessary. For theoretical reasons, "management courses" in this study will be included not only those courses which impart a particular techniques of administration, but also courses on subjects in business law, managerial economics, psychology and sociology etc. which are of assistance to the manager for his operation of a business enterprise.

A. The Development of Management Education in Hong Kong

1. Short-term Programs and Courses:

Prior to the 1960s "management education" was scarcely a term heard in Hong Kong. Only a few well-established firms were aware of the importance of management training and executive development in their industry and provided courses designed to develop executive talents for their senior staff. These courses were run mainly in the United Kingdom, thus Chinese staff who had showed their capabilities were unable to

be benefited from schemes. In order to change this trend and enable junior executives in industries and business in Hong Kong had the same opportunity to participate in this type of training,¹ the Hong Kong Junior Chamber of Commerce in the late 1950 sponsored a series of short residential courses conducted by the faculty members of the Harvard Graduate School of Business Administration.² Meanwhile, Hong Kong Technical College in 1959 began to hold an one-year evening course in Business Management specially provided for the commercial students. Prior to this, in 1956 the Department of Extra Mural Studies of the University of Hong Kong formed courses in Economics, Law and Commerce. Besides, public lectures of the same nature were occasionally held by educational, industrial and commercial institutions. As the need of manpower in top management was not acute and the significance promoting management education was not then commonly recognized, the responses of the business

¹ The purpose of this program can be seen from the letter prepared by Mr. John Mackenzie, president of Hong Kong Junior Chamber of Commerce, and delivered at 11th May 1959.

² The programs organized by the Junior Chamber of Commerce were began by 1958 and the courses were opened to a limited number of executives in 25-40 age group. Candidates were required to be nominated by their companies. Fees were about HK\$300 and paid by the employers.

community to the said programs was not enthusiastic since these lectures were conducted in English and the participants had to be recommended by their respective employers, thus, qualified participants were limited.

At the beginning of 1960s, two permanent organizations specially designed for the development of management education among managers in the community were established. The first one was the Hong Kong Management Association which was formed in November 1960 and was open to all persons who occupied middle and higher level management positions in business and industry.⁴ In the same year, the Federation of Hong Kong Industries, an embryonic organization, sponsored a small group of persons in industry to attend the CIOS XII CONGRESS -- the 12th Congress of the International Council for Scientific Management -- held in Australia. This group was charge with the responsibility of finding out what all the task about "scientific management" really was. It needed little to convince delegates of other countries that Hong Kong had been behind the rest of the countries in the

⁴ Hong Kong Management Association, Annual Report, 1969. p.5.

industrialized world respecting to management science and principles. After the delegates returned to Hong Kong bearing in their mind the objective of improving management efficiency so as to achieve greater economic growth and higher standard of living, Hong Kong Management Association start to conduct management training courses immediately with the Federation of Hong Kong Industries as the so-sponsor of these courses. These courses were conducted regularly.

The second organization for the development courses was the Government Training Unit under Colonial Secretariat. This Unit was to train in-service Government Officers.⁵ The establishment of this Unit had been delayed for a long time. The Report of Training of Government Servants -- 1952-58 observed that 'there is no central training organization in the Administration', and late to the 1959, the Salaries Commission recommended that 'an organization is needed to be set up under the control and direction of the establishment Officer in the Colonial Secretariat for systematic training of staff and the co-ordination of departmental training and examinations as well as for co-ordinating

⁵ Lamp Li and Chia-tsun Chen, Development and Problems of Management Education in Hong Kong. Asian Conference on Management Education, Singapore, Nov. 24-27, 1969. p.7.

and making the fullest use of outside educational and training facilities both in Hong Kong and abroad'. As a result of this observation and recommendation from the Report, the Training Unit was finally established in April 1961. The Division is divided into four main Sections -- Departmental and Overseas Section; General Administrative Training Section; English Language Section and Chinese Language Section.⁶ The last two Sections were not in the field of management education. The first Section might have some programs of management education but were not conducted in Hong Kong and will therefore not included in this study. General Administrative Training Section was known as the 'Central Courses Section' of this division. We shall discuss this topic in detail later.

In October 1963, the Chinese University of Hong Kong was established as a federal university.⁷ Two years later, the university founded its Department of Extramural Studies for those adults who are interested in higher education and have no chance to accept formal education. One of the major fields

⁶ Hong Kong Government, Report on Training in The Public Service of Hong Kong, 1959-68.

⁷ Annual Report, Hong Kong Productivity Council, 1970-71.

of studies provided by the department they was the "Economics, Commerce & Law". As these courses were offered to the public disregarding their educational qualifications, and most of the courses were conducted by Chinese, they were mostly suitable for the requirement of the community. Since most courses provided by university were emphasized on principles and theories, the contribution of this Department toward management education may be said to be fundamental in nature.

Another organization with the aim of promoting management education in Hong Kong is the Hong Kong Productivity Centre which was formed in the late sixties. In 1964, a Working Committee on Productivity was appointed by the Federation of Hong Kong Industries to make a research about the necessity of establishing a productivity organization for Hong Kong. After a close study of the environments of Hong Kong and the achievements of other countries, the committee recommended to establish the Hong Kong Productivity Council and Hong Kong Productivity Centre were finally established. As its purpose is to increase productivity, training of in-service managers thus became an ultimate aim of the Centre. Courses provided by the Centre are highly technical in nature and practical in purpose.

Formal Education:

Same as the short-term training programs and courses, formal management education programs were not common in the 1950's -- only a few private post-secondary colleges had provided management education programs in their faculties of commerce.¹⁰ Government-sponsored higher educational institutions were producing artists and professionals -- doctors, engineers and teachers etc. There was not yet an independent department merely for management education in Hong Kong. Short-term management courses were regarded as supplementary courses for certain professional training programs.

In 1963, the Chinese University of Hong Kong was formed as a federated university with three colleges -- New Asia College, Chung Chi College and United College. All of the three constituent colleges had a Department of Business Administration which were listed parallel with the Department of Economics and Department of Accounting & Finance under the Faculty of Commerce. About the mid-1960s the Economics

¹⁰ From the Calendars of the concerning colleges, the writer found that the private post-secondary colleges which have had a department specially for management education are as below: New Asia College (founded in 1949); Chu Hai College (1949). Hong Kong College (1950); Kwong Tai College (1950); Baptist College (1956).

Department was separated from the Commerce Faculty and shifted to Social Science Faculty. In 1971, the Department of Accounting and Finance was merged into the Department of Business Administration and listed under a new Faculty -- the Faculty of Commerce and Social Science. Under the new Department of Business Administration there were four Sections -- Accounting, Finance, Production and Marketing Sections.¹¹ This change is obviously an important turning-point in management education in Hong Kong, and it is a feature that the Chinese University of Hong Kong has been and will continue to develop with the changing needs of the business community.

The Lingnan Institute of Business Administration was established in September 1966 as one of the Graduate Divisions of the Chinese University of Hong Kong. This Institute has offered a two-year resident program leading to Master's Degree in Business Administration.¹² At present, it is the highest academic institution for management education in Hong Kong.

¹¹ Source collected from the Proposed Program in Business Administration of the Chinese University of Hong Kong. An unpublished material of the Board of Studies of Busi. Adm.

¹² See the Information Brochure, The Lingnan Institute of Business Administration, The Chinese University of Hong Kong.

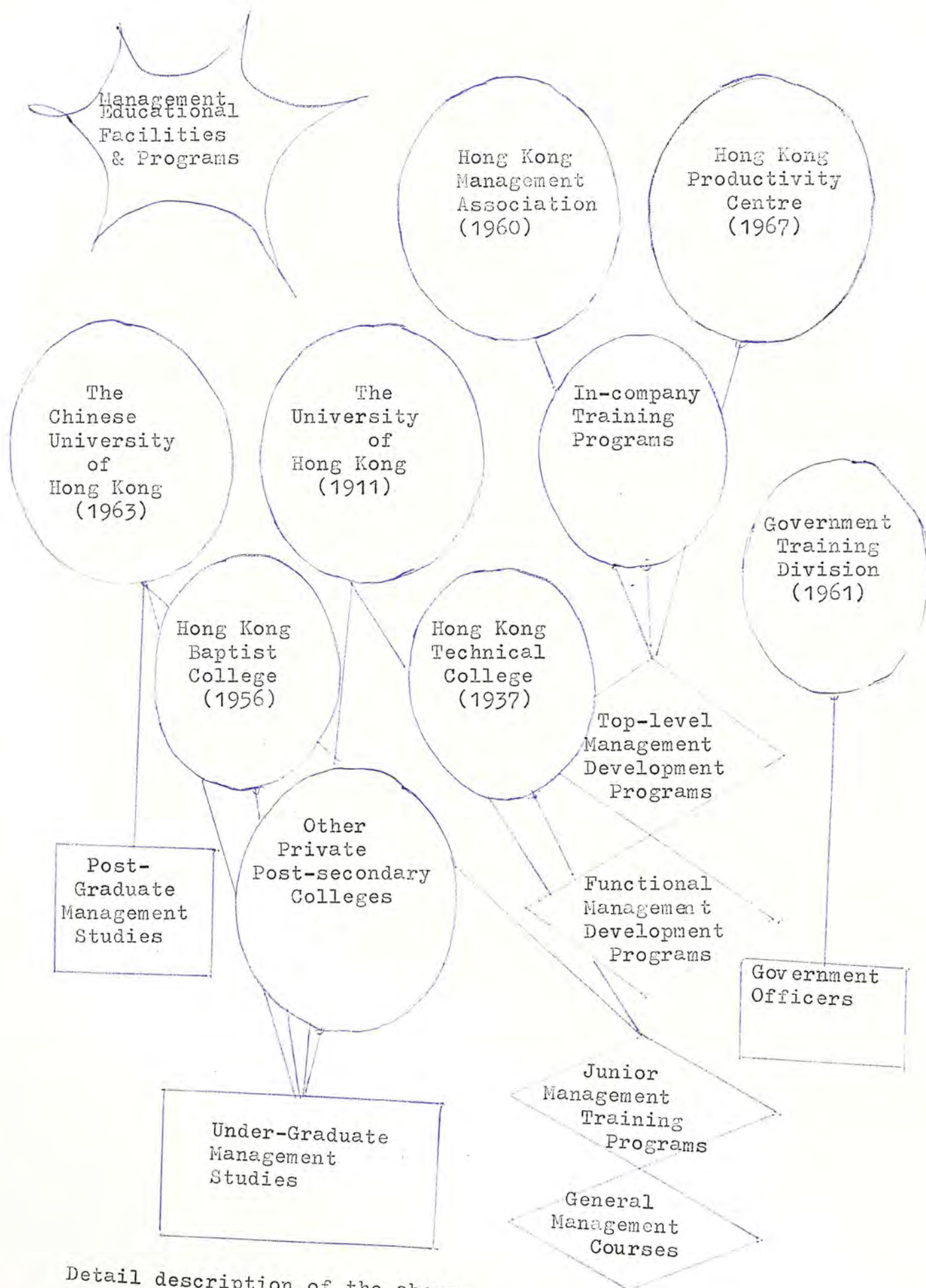
As this type of formal management education has been proved very successful in many advanced countries its contribution to the local business community is predictable in case the performance and further development fits the needs of the local enterprises.

Followed by the Chinese University of Hong Kong, the Hong Kong Baptist College on the 31th of March 1971 was recognized by the Government and authorized to issue Diplomas to its students.¹³ Under the Faculty of Business there are three Departments -- Business Management, Accounting, and Secretarial Studies. Of these three Department, Business Management is the largest. In this Department there are more than five hundred students, approximately twice the total student number of the Department of Business Administration of the Chinese University of Hong Kong. Most students of Baptist College are high school graduates who were not admitted by the two local universities and unable to go abroad for further studies. They will be a group to accept lower salary scale in the business community of Hong Kong. Therefore the academic standard of the College should also

¹³ Information obtained from the authority of Hong Kong Baptist College.

be given close attention.

The University of Hong Kong was established in 1911, 61 years earlier from now. It is the only one higher educational institution which does not have a department for management education. Courses in management are listed as supplementary courses for some specific programs. It is said that the University is planning to set up a Department for management studies. But there is no still now further information about the matter.



Detail description of the above institutions are given below:-

At present, the facilities for management education -- schools and institutions offering formal educational programs and short-term training programs may be listed as follows:-

1. The Chinese University of Hong Kong

Offering undergraduate, post-graduate, and extra-mural programs in the general area of business administration.

2. The University of Hong Kong

Offering undergraduate, post-graduate, and extra-mural programs in the general area of business administration.

3. Hong Kong Baptist College

Offering Diploma in Business Administration.

4. The Hong Kong Technical College

Offering Diploma in Management Studies and Certificate in Supervisory Studies.

5. The Hong Kong Management Association

Offering short day-time appraisal programs for

top-level management and longer-period training programs for practising managers of senior and upper-middle levels.

6. The Hong Kong Productivity Centre

Provides training of trainers, technical training (especially production management), in-plant training, and management consultancy services, especially to medium and small industries.

7. The Government Training Division

Offering management training programs for its top administrators as well as for professional/technical officers and senior and junior office managers.

8. Private Post-secondary Colleges

All post-secondary colleges which have not been recognized by the Government are covered in this group. They include about ten colleges and the number of students studying there are more than all of the above schools and institutions. Therefore a suitable position must be given to them.

B. The Existing Facilities of Management Education in Hong Kong

1. Formal Education

a. The Lingnan Institute of Business Administration¹

The Purpose:

The Lingnan Institute of Business Administration was inaugurated in September, 1966 as one of the division of the Graduate School of the Chinese University of Hong Kong. Impressed with the potential of Hong Kong as a world centre for manufacturing and distribution, and aware of the need for qualified personnel to meet this challenge, the institute was established to provide graduate business education for future managers of Hong Kong.

The Enrolment:

The Institute offers a curriculum in the broad area of business administration that leads to the degree of Master of Business Administration (M.B.A.). Applicants are required to be graduates of recognized colleges and universities (both in Hong Kong and abroad) with degrees in business administration, in liberal arts, science, or engineering. In addition to a good scholastic record, previous work experience

¹ All information about the rules of the Institute is quoted from the Information brochure of the Institute.

in business firms will also be given favorable consideration. Besides, applicants must take a Chinese/English examination to demonstrate their language proficiency. In addition, qualified candidates will have an interview with the Director of the Institute to show their language speaking ability, personal objectives, preference and characters.

Prior to 1970, the Institute enrolled only about 12 students each year. The number of enrollment in 1970 was increased to 22. In 1971, 25 students were admitted by the Institute out of 120 applicants. Of the total number of 41 students registered for the academic year 1971/1972, 16 have their first degrees in economics and business administration, 16 in natural science or engineering, and 9 in other fields.

The Curriculum:

In the formal case, the completion of the curriculum will take two years; but for the students with degrees in liberal arts, science and engineering, the time requirement may be somewhat longer as the students must take some basic courses to make up any deficiencies. The first year of the two-year

curriculum is designed to bring the students to a high level of competence in the basic skills underlying the successful administration of complex enterprises. The curriculum assumes the completion of the following courses at the undergraduate level:

Financial Accounting

Principles of Economics

Principles of Business Organization and
Management

Elementary Statistics

In the second year of study, students are offered the opportunity to concentrate in areas of their special interest and to write a master's thesis. The topic chosen for the thesis is required to be relevant to Hong Kong business and the thesis requires first-hand investigation in the field as well as reading in the library. Appendix III shows the courses offered in the academic year 1966-67.

For difficulties of employing teaching staffs, the courses offered by the Institute at present are limited and the subject matter of the courses is more or less determined by the background and preference of the available teaching staffs. In order

to fully utilize the services of the teaching staffs, most of the first-year and second-year courses are combined together in conditions that there is no conflict of priority. Since the number of courses are limited and most of them are compulsory, students can therefore hardly concentrate in a certain field of studies.

The Teaching Methods:

The teaching methods commonly used in the Institute include lectures, discussions, case analyses, seminars, and directed research. In addition, plant tours, surveys, and field work are done by students, and local businessmen are invited to give guest lectures or lead class discussions. The combination of these methods are depending on the nature of the subject matter and the objectives of the course. The case method is used rather extensively where it is appropriate. Usually, the students are required to make oral presentations of the case and/or prepare written analyses, and case materials are often used as the basis of course examinations. Besides, the Institute arranges work opportunities for students in summer vacation between the first and second year semesters in leading business firms in Hong Kong.

Students are generally assigned meaningful projects under the supervision of senior management of the firms, thus they are able to gain valuable business experience in a responsible way.

The Graduation Requirements:

As a high-level institution of management education, the Institute is rather serious in awarding the degree of Master of Business Administration. The degree of M.B.A. is awarded only to those who have (1) Completed the two-year curriculum -- a minimum of thirty semester hours (all the courses meet two hours a week during a semester) at a grade of above average.² (2) submitted the master's thesis that is acceptable to the Thesis Committee composed by the Director of the Institute, a thesis supervisor, a faculty member of the University outside the Institute and one of the Institute's external examiner. And (3) successfully passed the Master's Degree

² The grading system used in the Institute is mentioned below: A+(4.5) stands for High pass, outstanding work; A(4.0) for High pass, excellent work; B+(3.5) for Good pass, work well above average; B(3.0) for Good pass, work somewhat above average; C+(2.5) for Pass, work is about average; C(2.0) means Pass, work is below average; D(1.0) for barely pass; and F(0.0) for Failure. Eligible candidates for the degree of M.B.A. are required to have a point average of 2.75 in all graduate-level courses.

Examination -- a comprehensive examination for testing a candidate's understanding of the broad area of business administration.

At present, there are only four groups of students graduated from the Institute. The standard and potential of the graduates have not yet been fully recognized by the business community. Nevertheless, most of them were able to find an executive position in large companies as their first job. Of the total number of 24 graduates over the last four years, 16 have their first job in business and industrial undertakings, 5 became lecturers in recognized post-secondary colleges or university, 2 run their own business and 1 occupied in Singapore Government.

b. Department of Business Administration, The Chinese University of Hong Kong.

The Chinese University of Hong Kong was incorporated in October 1963 under a Hong Kong Ordinance to establish a university with a federal constitution in which the principal language of instruction shall be Chinese. It is a self-governing corporation drawing its income mainly from grants made by the Hong

Kong Government.¹

Prior to 1971, the courses of Economics and Business Management offered by New Asia College and United College were organized in three departments: the Department of Economics, the Department of Accounting & Finance, and the Department of Business Management. In Chung Chi College, all the courses were offered by the Department of Economics & Business Administration. Programs of the individual colleges were different from each other's.

Since 1971, the systems of management studies in the Chinese University of Hong Kong were unified: The Department of Accounting & Finance in New Asia College and United College were merged into the Department of Business Administration (previously called the Department of Business Management), while the Department of Economics & Business Administration in Chung Chi College was separated into two departments: The Department of Economics and the Department of Business Administration. For reasons of better administration and better utilization of

¹ The Chinese University of Hong Kong, Calendar 1970-71.

teaching staffs, the University started to carry out a centralized new program for management studies. The "Core program" will completely substitute the traditional programs in academic year 1972-73.²

The Purpose:

The University hopes that the students, after four years of study, will have (1) an adequate background in languages, mathematics, social science and other subjects along the line of liberal education, (2) an intensive training in a chosen field of specialisation sufficient to enable them to analyse and solve practical problems and to carry on independent study, and (3) a reasonable proficiency in some line of business techniques that will qualify them for employment immediately upon graduation.³

As a recognized university, the Chinese University of Hong Kong Matriculation Examination is open only to those secondary graduates who have (1) gained the Hong Kong Certificate of Education (Chinese or English) Grade E or above in at least five subjects

² Information provided by trading staff of the Chinese University of Hong Kong.

³ Report of the Second Conference of Management Education Institutions in Hong Kong. 1968.

including Chinese, English and other three subjects which he will take in the Matriculation Examination. (2) completed sex-year course in a registered secondary schools. Passing the Matriculation Examination does not mean the candidate is admitted by the University, only part of them will be given the chance to be interviewed by the Department Heads and a small number of them will be admitted. Besides, candidates for the Department of Business Administration are required to pass Ordinary-level Mathematics by United College, above credit by New Asia College, credit in Chinese and English and pass Ordinary-level Mathematics by Chung Chi College.⁴

In the past years, a total of about 50 students were enrolled each year by the three foundation colleges of the University. A increasing number of freshmen were graduated of English secondary school. The Department of Business Administration is becoming the most favorable department of the university applicants.

⁴ The Chinese University of Hong Kong, Matriculation Regulations, 1972.

The Curriculum:

In the arrangement of courses the general objective is to have the students acquire a liberal education during the first two years, including some fundamental training in languages, higher mathematics, history, economics, social and/or natural science and a few introductory subjects in accounting and management. Then a more specialised training in accounting, finance, marketing, production, and business management will be given during the last two years.

The characteristics of this program is that the student must complete a minimum total of 128 term-course units for four years of studies, or an average of 16 units per term. Besides 28 units for language subjects, including business English, 100 units shall be distributed among (1) core courses, (2) concentration courses, and (3) courses in other disciplines. The core and concentration courses shall constitute from 60% to 67% of the course units and the courses in other disciplines shall constitute from 33% to 40% of the course units.⁵ Appendix IV shows the detail information about the new program.

⁵ Information quoted from the Proposed Program in Business Administration. The Chinese University of Hong Kong.

Obviously, the new program has partially amended the traditional program which emphasized too much in instructing specialized knowledge and too little in fundamental knowledge. Besides, many of the previous year-courses are concentrated to be term courses and the students are required to complete much more course items than before though the semester hours are approximately the same. Except the changes in course content and course items, the University also intend to improve the teaching effects. Previously, each teaching staff was required to response for three to four courses in one and the same semester, now he has to response for no more than two courses in a same semester.

The Teaching Methods:

Similar to most universities in the world, the Chinese University stands itself in a position of directing and inspecting, and left the primary responsibility of selecting teaching methods to each individual faculty member. Accompany with the Core program, the teaching methods in the University have a broad change: small-class teaching and seminars are strongly recommended to be the form of class meeting, teaching staffs are instructed to use case methods and discussions whenever they are applicable. Furthermore, the teachers freed

from reduction of required courses are required on the other hand to do more tutorial work and more research.

The Graduation Requirement:

Candidates for the Bachelor's Degree of Business Administration are required to pass (1) the Intermediate Examination and (2) the Degree Examination.⁶ Students after two years of study in the University are required to sit for the Intermediate Examination which consists of five papers: One in Chinese Language, one in English Language, one in "Financial Accounting I" and one in "Principles of Business Organization & Management" or "Business Management Economics", plus an elective paper. The Degree Examination shall be conducted in two parts: Part I will be conducted at the end of the third academic year providing the student has pass the Intermediate Examination and Part II will be conducted at fourth year if the student has passed the Part I. Appendix V shows the Examination Schemes for 1972 Degree Examination. Of course, this examination regulation is up to the Core program. Those who have understood the characteristics of the Core program will not have diffeculties in

⁶ The Chinese University of Hong Kong, Calendar 1970-71. p.191-4.

understanding the Examination Schemes.

Prior to the mid-1960s, the graduates of Business Administration of the Chinese University of Hong Kong always confronted difficulties of finding jobs in industrial and business undertakings. Many of them went abroad only because that they could hardly find an ideal job in Hong Kong. This situation has been improved a lot since May 1968 when the Appointments Service of the University was established. In the recent years, almost half of the position vacancies each year were for graduates of business administration. Table 1 in Appendix VI shows the rough distribution of the graduates in occupational fields, and Table 3 in the same Appendix shows a rather detail occupational distribution of the graduates of 1971. In September 1970 five graduates of business administration were admitted by the Lingnan Institute of Business Administration, but now there is only one still studying there and the other four were employed.⁷ Obviously, this improvement may be a result of the efforts of the University in raising the student's quality and closer connection with the business community, however, it may also be the result of the increasing management

⁷ Information provided by The Lingnan Institute of Business Administration, The Chinese University of Hong Kong.

consciousness of the employers or their further recognition and confidence to the potential and abilities of the graduates.

C. The Department of Extra-mural Studies, The Chinese University of Hong Kong

The Department was founded in 1965 as an extension of the University. It aims to serve the community by offering opportunities for continuing education, utilizing the teaching and research resources of the University as well as the community as a whole. The goals are personal enrichment and enhancement of professional and vocational competence. As part of its general program of courses, the Department conducts courses related to management. Apart from general Extra-mural courses, the Department also run some Certificate Courses according to the needs of the society.

(1) General Courses

General:

The general courses of the Department are open to all who are interested in higher education. No formal educational qualification is required in application of attendance. All of the courses are conducted in evening at places where there is

convenience of traffic. Each year the Department runs two programs -- Spring program and Autumn program. There may be duplication of courses if the course is mostly favorable and the number of applicants is greatly exceed the number of enrolment. Prior to 1971, the Department issued Certificates of Attendance to all participants who had completed three-quarters or more of the total number of class meetings. Now the Department issues Certificates of Attendance only to participants of those courses which have twenty or more than twenty class meetings.¹

Courses:

Appendix IX gives the full details of the management-related courses conducted by the Department during 1971. It may be noted that the courses are covered in a wide scope of studies -- from economics to commercial law, from personnel management to computer programming. As the broad purpose of the Department is to provide opportunity of higher education for the general public and the management courses are aimed at the middle and lower levels of management in commerce and industry, most of the courses

¹ This may be found from the Information Brochurs of the Department, from 1965-71.

are introductory and fundamental. Emphasis is placed on principles, theories and concepts. Nevertheless, the Department also provide practical courses in case there is available teaching staff and sufficient demand. Most courses are independent from one another whereas the courses for small business administration are arranged in a series.

In 1971, the Department conducted a total of 268 courses in twelve fields of studies. In which 69 were of management and management-related courses. Of the 69 courses, 55 used Chinese (50 in Cantonese and 5 in Mandarin) as major medium of instruction in assistance with English, 12 courses (including all computer courses of 9) were conducted purely in English and only three were conducted purely in Cantonese.²

For accompanying with the time schedule of the University, all courses of the Department are planned to be finished within four months. Generally, each course meets once a week and one hour for each meeting. Only the computer courses meet twice a week and two

² The Statistics is based on the proposed programs of the Department to be conducted in 1971.

hours for each meeting. From Appendix IX it may be seen that in 1971 there were 23 courses of 12 sessions (excluding computer courses), 20 courses of 16 sessions, 7 courses of 10 sessions, 5 of 8 sessions, 3 of 18 sessions, 2 of 14 sessions and 1 of 6 sessions. Comparison of course duration of different institution will be given in Table 3.

The Participants:

For management and management-related courses, the Department has enrolled around 3,000 participants or about 25% of the total enrolment of 12,000 persons. Of them more than 60% were secondary graduates, around 20% were post-secondary graduates, 5% were post graduates and less than 15% were from other levels. Most participants were in the age group of 20-30 and most of them were employed in industrial and commercial undertakings as executives and office staff. The most favorable courses were practical courses such as Import and Export Practices, Practical Aspects of Commercial Banking, Insurance Practices, Advertising Practices, CPM AND PERT, Computer courses and the practical management courses such as Business Organization and Administration, Supervisory Management, Housing Management and Small-scale Business.

Administration courses.³

The Staff and Administration:

The Department does not have permanent full-time teaching staff. Its lecturers are employed to teach particular courses and are drawn from the University as well as from the business sector. In 1971, 60-70% of the teaching staffs were drawn from the University, half of the remainder from other educational institutions and the other half from professionalists.

Generally, subject matter of the courses are originated by the Staff Tutor in charge, but it may also be suggested by Faculty Member of the University or outsider. Besides, the Department also accepts requests from business organizations, Government, voluntary bodies or private institutions for specially designed training courses. Last year it held a course of Banking Administration for Hang Seng Bank Ltd. and an eight week program of Banking for Liu Chong Hing Bank. A course may be cancelled in case the number of applicants before the opening date is less than

³ All information which is unable to be found in publications of the Department is provided by Mr. T.C. Chu, the Staff Tutor in charge of the courses of "Economics, Commerce & Law".

expected.⁴ Whether a course will be offered in the next program is determined mainly by the response rate at present.

In order to remaind the general public to attend the courses, the Department prepares a delicate Information brochur to be distributed prior to the opening date of the courses. The brochur may be sent to any organization or individual in case of being requested. It may also be collected from places with traffic convenience. Furthermore, the Department advertises in popular newspapers to indicate general public places where Information brochur may be collected.

Financially, the Department's administrative expenses including salary of the adiministration staff are provided by the University. Teaching staff's salary are drawn mainly from the tuition fees collected from the participants. The University is responsible to subsidize the Department in case the revenue of

⁴ Generally, the Department will cancel a course in case the number of applicants is less than 10. In this case, the revenue is surely not enough to cover the expenses of overhead and teaching staff's salary.

the Department is not enough to cover the expenses. As the tuition fee of the Department's courses is comparatively low, subsidize is still needed.

(2) Certificate Courses:

In addition to the general courses, the Department of Extra-mural Studies of The Chinese University of Hong Kong also runs Certificate Courses independently or in conjunction with other educational institutions or Government or business associations. There may be the following reasons for running these courses: (1) The course has not yet been well developed to be listed as a specialized field of study in undergraduate programs. (2) The University is financially or personally unable to offer such a course. (3) The course is of professional training for immediate needs and therefore should be conducted by a specific method. (4) The course has to be conducted by professionalists who are not free at day. (5) The demand for the course is not great that is may be fulfilled seen and the course may be cancelled when the demand is met. (6) The demand is seriously affected by time that the course must be cancelled when it is out of time.¹

¹ This information is provided by Mr. C.T. Chu and Mr. Ewo Chang, staff Tutors in charge of the related courses.

Up to 1971, the Department has run fourteen Certificate Courses in various fields. In which six were of or related with management. They are Hotel Management, Tourist Guiding, Tourism: Promotion & Techniques, Computer Fundamentals & Programming, General Banking Administration and Social Welfare. Now the Department is running eight Certificate Courses including two management courses: Personnel Management and Hotel Operation.²

Both these two courses are aimed at developing specific professionalists. "Personnel Management" is organized independently by the Extra-mural Department in conjunction with Hong Kong Tourist Association. Both of them are one year courses and are composed by a comprehensive series of studies. Minimum requirement for participating these courses are secondary graduated and have gained the Hong Kong Certificate of Education with at least five subjects passed. They are also required to sit for Entrance Examination for selection.³

² The Department of Extra-mural Studies, Information Brochure, 1965-71.

³ See the Information Sheets of the concerning courses which may be taken from the Department.

The Certificate Course of Personnel Management is composed by 10 subjects. The course will be completed within one year for 240 hours by six evening hours a week. Of the ten subjects, are conducted by professionalists. The tuition fee is the same as those of the Faculty of Business Administration and Social Science of HK\$800 a year. Only those participants who have completed 80% of the total course hours and have passed the examinations will be awarded Certificates. Last year the Department has enrolled 40 applicants out of 80. Now, there remained.⁴

The Certificate Course of Hotel Operation is composed by 15 subjects spreading over three terms within one year. It is planned to be completed with a total of 288 hours of meeting (10 subjects of 12 hours plus 7 subjects of 24 hours) by eight evening hours a week. All subjects except one (Accounting Principles conducted by Dr. Philip Fu, Department Head of Business Administration of Chung Chi College) are conducted by senior staff of well-known Hotels.

⁴ Information provided by Mr. T.C. Chu, the Staff Tutor in charge of the Certificate Course of Personnel Management.

and business organizations. The tuition fee of this Course is very expensive -- participants have to hand in HK\$2,000 for tuition fee and books. Except the formal class meetings, the participants are arranged to have three months of practice -- one month during the vacation between first and second term, and two months after completing all courses. Certificate will awarded only to those who have attended at least 80% of the total course hours and failed no more than "24 hours" (one subject of 24 hours or two subjects of 12 hours). At the beginning of the Course, there were 38 students admitted out from 130 applicants. More than one-third have dropped the Course because of unable to fulfill the requirements. At present, there are only 24 persons left.⁵

Table 1 of Appendix X shows the detail information and course content of the Courses. It may be seen that the course content and requirements of awarding Certificate are very serious. Standard is not low! Clearly, these program have less restriction and greater adaptability. And it is a best way for those who are occupied at day.

⁵ Information provided by Mr. Ewo Chung, the Staff Tutor in charge of the Certificate Course of Hotel Operation.

d. The University of Hong Kong

The University of Hong Kong was established in 1911, 61 years prior from now. Before 1963 it was the only recognized University in Hong Kong, now it is parallel with The Chinese University of Hong Kong. From the very beginning, the University is a higher educational institution for graduates of English secondary schools. The principle language of instruction is English. The minimum qualification for participating the Matriculation Examination is being graduated from English secondary school, have gained the Hong Kong Certificate of Education (English) with five subjects passed (including English and a foreign language) and have completed the two year courses of Form VI. Candidates for the Examination have to take no less than two subjects and no more than five subjects. Those who have successfully passed the Examination with a total grade of no more than five subjects. Those who have successfully passed the Examination with a total grade of no more than ten points of the best three subjects (one point for distinction, two point for credit, three or four or five points for pass) will be considered to be admitted.

¹ The University of Hong Kong, Calendar, 1970.

The way of providing management education in the University of Hong Kong is completely different from those of The Chinese University of Hong Kong. There is no department exclusively for management education. Management courses are dispersed into individual departments as minor subjects according to the needs of the department. At present, the University provides management courses in the Department of Economics & Political Science, the Faculty of Engineering and the Department of Extra Mural Studies (which will be described independently). Courses are specially designed to fit the needs of individual department and therefore are different from department to department.

It is said that the system of The Chinese University of Hong Kong is based on the American system and those of The Hong Kong University is British base. The program of The Chinese University requires four years to be completed whereas the program of Hong Kong University would be completed with only three years. Under the system of University of Hong Kong, students are allowed to have greater freedom in course selection. Each department has several sets of course combinations to be selected. The University does not requires students to sit for

examination at the end of the first year. But they have to sit for a Provisional Examination at the end of the second year. If they have passed this Examination, then they will be allowed to sit for the Degree Examination at the end of the third year.

(1) Department of Economics and Political Science:

The general objective of the Department in offering courses of business administration is (1) to familiarize students with modern management principles and up-to-date techniques in their application to the complex problems of current business operation, and (2) to provide students with the necessary qualification for further academic or professional studies.²

The Curriculum -- Graduation Requirements:

There are five combinations of papers allowed for the Final Examination in this Department, only two of them have courses of management -- combination B and E which may be seen from the Appendix VII. The First Examination may include one paper on Introduction to Accounting and Business

² Report of the Second Conference of Management Education Institutions in Hong Kong.

Administration, which comprises business organization, production management, business finance, introductory accounting and statistical control.

The Final Examination of both combination B and E include three papers in financial and management accounting and one paper in business management. Topics include business finance investments, personnel management, industrial relations, domestic and international marketing, marketing research, accounting theory and procedures, cost accounting, cost analyses, budgeting and budgetary control, auditing and taxation.

Enrolment and Graduates:

Each year, the Faculty of Social Science enrolled about 150 freshmen. In which around 70 selected Economics as their major field of study and among 50 selected the Examination combinations with papers of business administration.³ Knowing that the Faculty of Social Science is composed by five Departments and the Department of Economics has five combinations of papers allowed for Degree

³ The numerical data is provided by one of the last year graduates of the Department.

Examination in which only two have papers of business administration, it may easily be found that the courses of business administration is very favorable. From Table 2 of Appendix VI it may be seen that the percentage of the graduates entering industrial and commercial sector has increased rapidly from 20.8% of 1967 to 33.9% of 1969. The demand of industrial and commercial sector for management personnel is undoubted.

(2) The Faculty of Engineering and Architecture:

This Faculty includes four Departments: Civil Engineering, Electrical Engineering, Mechanical Engineering and Architecture. Started from 1968 and 1969, two new curriculum of management were introduced respectively in Second and Third Year.

All students of the four Departments have to take the management courses -- The Engineering in Society I & II. This curriculum includes the following Subjects: Government, Technology in Society, Communication, Structure of Industry, Economics, Management, Law and the Engineer, The Individual in Industry. This curriculum will be conducted twice a week. Details of the curriculum are given in Appendix VII (a).

Having gone through the detail curriculum, one may find that the courses of "The Engineering in Society" are emphasizing on principles, theories and concepts, and "Additional Subjects" are techniques and methods. The formal courses are essential for environment recognition and decision making and the latter for quotitative analysis and routine work. The writer was told by one of the graduate from Electrical Engineering that the courses of management are very useful and should be placed on equivalent position as Eng. courses.

e. The Department of Extra-Mural Studies, The University of Hong Kong:

The Extra-Mural Department is aimed to provide a University-based program of continuing adult education, with basic courses being offered in the main areas of management: production, marketing, finance, quantitative control and human behavior, together with intersubject-area relationships, leading to effective decision-making and executive development.

The Department has provided the following four types of Management Development Programs: (1) Diploma of Management Studies, (2) Executive Development Programs, (3) General Courses, and (4) In-Company

Training Courses.¹

(1) Diploma in Management Studies:

This is a Post-Graduate Diploma aimed to meet the demand by industry and commerce for a carefully planned and executed system of education for management. The course involves two years of concentrated study, and is intended for graduates or professionally qualified persons who are already in management posts or have high management potential. The course lays emphasis on General Management and is especially designed to meet a need for instruction at University level for present and future work managers, departmental and administrative heads, marketing executives, personnel managers and others.

The objectives of the course are:

- (1) to provide an understanding of management skills and techniques;
- (2) to develop a capacity for the systematic analysis of managerial problems;
- (3) to broaden the students' vision and enable him to benefit more from his practical experience.

¹ Information about the regulation of the course are collected from the related Information Brochurs.

This course was originally a three-year course started at September 1967. Students were required to attend the courses twice a week for twenty-five weeks in a year. Each meeting would end for three hours. Now the courses is changed to be a two-year course. Studnets are required to attend the courses also twice a week but for thirty-three weeks in a year.²

Admission Requirements:

Minimum requirements for participating this course are: (1) Minimum age 23; (2) Possession of a university degree, or a Diploma in Technology, or a Higher National Certificate with evidence of further study such as endorsements to theCertificate, or an approved professional qualification; and (3) In exceptional cases students without professional or degree qualifications will be admitted with a minimum age of 27 and with at least four years experience in an executive capacity. Now the course has enrolled 35 students.

² Information which cannot be found from the Information Brochurs is provided by Mr. T.W. Casey, Staff Tutor in charge of the Diploma Course of Management Studies and the courses of Economics, Commerce & Law.

The Curriculum & Graduation Requirements:

The course is divided into two stages. The first provides a basic knowledge of Economics, Statistics, Organizational Behaviour, Industrial Engineering, Finance and Accounting, Marketing, Organization and Methods, and Data Processing. At the end of the first stage, an examination will be held and only those students who pass the examination will be allowed to enter Stage Two.

Stage Two is devoted to a study of management functions and techniques in relation to the broader context of management policy, decision-making and control. A final examination will be held toward the end of the second year. There will be five papers to be marked by internal and external examiners. Industrial Engineering: Human and Industrial Relationships; Economics and Marketing; Management Theory and Policy; Financial Management. Students will also be examined on a Project they have conducted. Details please see Table 1 in Appendix.

Teaching Methods:

The teaching methods of the course is to encourage a high degree of student participation through tutorials,

seminars, project work, decision-making exercises and directed reading. Arrangements are made for visiting speakers from industry and government to lecture and present case studies. In addition, visits to firms are organized. A period of residential full time study (one weekend) is required in each year so that students may meet and discuss problems at leisure without any rigid time-tables.

(2) Certificate Courses: (Executive Development Programs)

Prior to the academic year 1970/71, the Department has run only one Certificate Course -- Certificate in Personnel Management. Since September last year (1971), the Department increased three Certificate Courses -- Certificate in Hospital Administration, Certificate in Social Welfare Administration and Certificate in Housing Management. The former three are one-year course and the last one a three-year course. These courses are aimed at developing specific professionalists.

The instruction of the former three courses are very similar. The admission requirements are almost the same: (1) University graduate, (2) Non-graduates employed or hoping to be employed in the concerning

field with sufficient practical experience to enable them to benefit from the course, (3) good knowledge of written and spoken English, (4) preference will be given to those sponsored by their employer.

All these courses will meet once a week for three hours. Tuition fee charged are also the same of HK\$400 including 50 examination fee. Certificates will be awarded only to those who have attended 80 per cent of the total meetings and have passed the examinations.

During last year (1971), there were 160 persons applied for participating the Certificate Course of Personnel Management and only 26 were enrolled; 45 persons applied for participating the Certificate Course of Hospital Administration and 25 were enrolled; 24 persons were enrolled into the Certificate Course of Social Welfare Administration out of 50 applicants. Details of Curriculum are given in Appendix.

The Certificate of Housing Management runs over three years. Year I and II prepare candidates for the intermediate Examination and Year III for the Final Examination. Last year, 34 students have attended the course.

(3) General Courses:

These are designed to provide an introduction to some of the main management responsibilities and techniques. They are conducted on a lecture-discussion basis and outside reading is encouraged. Although most of them are introductory, they are of sufficient duration to be serious of study, and by careful planning a student can follow an integrated program over a period of years.

These courses may be covered in the field of "Economics, Commerce and Management" and "Law". In the year 1971/72, the Department held 5 courses in Economics, 7 in Accountancy, 8 in Commerce, 6 in Management and 12 in Law. The course titles are changing year to year according to the need of the community and depends on the available teaching staff. Most of the courses are conducted by English and only a few of them are conducted by Cantonese in assistance of English. The course is a little longer than those of the Chinese University of Hong Kong. But the number of courses is only about half of the courses provided by The Chinese University of Hong Kong.

In the year 1971/72, about 1,500 persons attended the courses. Of these participants, only about 5-10% were primary graduates, 80% were secondary graduates and about 10% of post graduates. 65-70% participants were between the age group of 18-29, and 30% from 29-40.

(4) In-Company Training Courses:

The Department welcomes enquires and requests from business organizations, government, voluntary bodies or private institutions for specially designed training courses whether pre-service, in-service or up-grading, to meet their specific training needs.

During 1970, the Department held seven such courses. Two for Gilman Company (each course had four sessions); two for Hong Kong and Shanghai Banking Corporation (each course ended three weeks); two for Garden Company (two-day course); and one for Government executive officers.

The Department also provide on Management Training Policy, administrative systems and setting up management development scheme. The nature and length of this work depends entirely on the situation of the company concerned and the need to be met.

f. Department of Business Administration, Hong Kong
Baptist College

Hong Kong Baptist College was established on September 1956. It was recognized last year (March 1971) by the Government as a federal college with the right of issuing diploma to its graduates. The entrance qualification of the College is lower than Hong Kong University and The Chinese University of Hong Kong. Those who have passed the matriculation examinations of the prescribed Universities or its equivalent may applied for exemption from the College's Written Entrance Examination. The minimum qualification for candidates of the Examination is possessing the Hong Kong Certificate of Education (English or Chinese) with grade "E" in Chinese and English plus three other subjects and have completed From VI courses in a recognized middle school. Having passed the Entrance Examination in five subjects, a candidate may be arranged for an interview to determine whether he or she will be admitted.¹

¹ Hong Kong Baptist College, prospetus, 1971.

The purpose:

The Department of Business Administration is one of the three Departments of the Faculty of Business. Similar to The Chinese University of Hong Kong, the Department is aimed to provide students with a liberal education and at the same time the training essential for a career in business. From the College's point of view, the increasing complexity of modern business needs more and more professionally trained men and women. The future business leader must be individuals with professional outlook, and individual of strength, outured and full of character.

The curriculum:

Appendix VIII gives the full details of the program of the Department. From which it may be seen that the first and second year courses are aimed at strengthening the students' language talent and providing them fundamental knowledge in various fields: Economics, Accounting, Business Administration etc. Start from the third year, courses are concentrated in functional knowledge and techniques of management. At the end of the fourth year, students are wished to be capable to deal with business affairs without difficulty.

The Enrolment and Graduation:

The Department is one of the most favorable Department in the College. Of the total of 3,000 students, around 1,000 are studying in Business Faculty, in which about 500 are students of the Department of Business Administration.² This amount is approximately the same as the total student number of Hong Kong University (70 x 3) and The Chinese University of Hong Kong (70 x 4). Although the admission requirements are lower than previous two Universities, but the academic standard of the College is not much lower and it is recognized by many universities in the United States. Many students went abroad for further studies before or after their graduation and have considerable achievements. Nevertheless, the employment opportunity and salary scale of the graduates of the College are not so favorable as the graduates of the two local recognized universities. This is because many government positions including teaching posts of government recognized middle and primary schools are not open to them, and on the other hand the number of graduates from the College is much more. As they are forced to admit

² Information provided by students Baptist College.

lower salary and willing to work hard, many local employers are quite willing to employ them.

g. Hong Kong Technical College

The relationship existing between the Technical College and various Professional Institutions is very close and sympathetic. Hong Kong Technical College is designed to offer courses acceptable to the institutions and mostly needed by local employers. Such institutions includes:

The Institution of Mechanical Engineers.

The British Institute of Management.

The Institute of Works Managers.

The Institute of Supervisory Management.

The Department of Commerce and Management Studies is aimed at middle management and supervisory/foreman level, and also provides special short courses to meet particular requirements and stimulate interest in new techniques.¹ For the former purpose, the Department offers Ordinary Diploma course for Industrial

¹ This information is provided by one of the Teaching Staff of the concerning Department in the College.

Supervisors in its full time courses, two Diploma Courses in Management Studies (one is Industrial bias and the other Business bias) and a Certificate Course in Supervisory Management (2 years) in its Part-time Evening Courses. For the latter purpose, the Department has a Certificate Course in Office Organization, Methods and Administration and a Short Course in Supervisory Management.

(1) Diploma Course in Management Studies (two courses):

These two Courses, one with Industrial bias and one with Business bias, are aimed at middle management. They are designed to contribute to the training of those people who are preparing for responsibilities at Work Management level in manufacturing organizations, or comparable positions in business. Normally, candidates must be at 23 years of age, and have completed a course of study up to or above the level of Higher National Certificate. However, if this is not applicable, the suitability of a candidate for the course will be assessed for consideration for admission.²

² This is informed by Mr. L.E. Crocker, Staff Tutor in charge of the Courses of Management Studies in the College.

Both of these two courses are three-year courses. Subjects are designed to be completed through 550 hours of teaching -- six evening hours a week. Each of them includes 15 subjects and 5 of the subjects are overlapped with the other course. These Courses follow very closely the pattern laid down in the United Kingdom for the National Diploma in Management Studies. Appendix VIII(a) shows the detail information of the course contents and other requirements. Except to complete the required courses and pass the examinations, students also have to submit an acceptable Thesis of an original personal research of 5,000 words or more on an investigation topical to their studies.

The Course of Management Studies commenced at the College in September 1965.³ In September 1968, 40 out of 570 applicants were admitted into the Business bias class, and 40 out of 430 applicants were admitted into the Industrial bias class. 90% of them were occupying in business or industrial organizations with responsibility of management and have more than two years of working

³ Report of the Second Conference of Management Education Institutions in Hong Kong.

experience. In 1971, there were only 19 left in the Business bias class and 27 left in the Industrial bias class.

(2) Certificate Course in Supervisory Studies:

This course is designed to provide an appreciation of and insight into modern management techniques for those people at present in supervisory positions in industry and commerce, or who are being prepared for the responsibilities. Applicants must be over 21 years of age, have completed Ordinary Certificate or equivalent, and should hold a supervisory post or likely to achieve such a position.

Same as the Diploma Course of Management Studies, this course also commenced in September 1965. There has been now three classes completed and successful students after examination are accepted by the Institute of Supervisory Management into the appropriate levels of membership. This course is very favorable and the demand of it is very large and urgent, Hong Kong Management Association and Hong Kong Productivity Centre have also offered similar courses Appendix VIII(b) gives the subjects of this course.

2. Courses Held by Professional Bodies

a. Hong Kong Management Association (HKMA)

The Hong Kong Management Association, sponsored by the Federation of Hong Kong Industries, was incorporated in November 1960. It is an organization composed of managers and persons interested in management education and training. Its activities are directed towards the practising managers at all levels. Its objective is to improve management efficiency by

- (1) Keeping in touch locally and internationally with trends and changes that affect management.
- (2) collecting and disseminating information on the principles and practice of management, and (3) providing and encouraging education and training in management.

HKMA build its courses around the following areas:

- (1) Advanced Management Development Programs -- these aimed at Top-Level Managers with the purpose of broadening their mind, improving their ability of decision-making, and introducing new techniques or methods of management. In 1970, six courses were held under the field of General Management, two in Marketing and two in Production. Three of these courses are Repeat courses of the previous year -- Problem Analysis and Decision Making, Decision Making Under Uncertainty, and Human Factor Engineering.¹

These courses are held during the day, and the usual length is 2 full days. Almost all of them are conducted by overseas experts. Of whom may are invited to conduct a course during they are staying in Hong Kong in their journey.

Tuition fees are normally high and number of participants are always limited by the instructor in order to provide the participants more chance of discussion and communication. Seminar is the most popular method of instruction of these courses and all of them are conducted in the medium of English.

¹ Hong Kong Management Association, Annual Report, 1970.

(2) Functional Management Courses -- these courses are designed for Upper, Middle and Senior Levels of Management. The objective is to provide them opportunities for acquiring basic management theory and knowledge in the latest management techniques. These courses cover all basic areas of management:-

Production Management,
Marketing Management,
Financial Management,
Personnel Management,
Supply Management,
Office Management,
Insurance Management,
General Management,
Electronic Data Processing,
and Small Business Management.

These courses are conducted in the evenings as practical managers usually find it difficult to take too much time off during the day to attend courses. And they are provided in two particular types: (1) Short appraisal programs (usually 2-6 sessions of 1½ hours each) having as their objective the creation of interest in the subject concerned. (2) Training programs of longer duration (12-30 sessions) teaching a specific techniques. These courses are conducted by

practicing managers in industry and commerce, by teaching staff from education institutions including the two universities and the Technical College, as well as officers from Government departments and Government-sponsored organizations.²

The tuition fees are different from course to course. It may be HK\$40 for a course of 1½ hours. It may also be HK\$600 for a course of 70 hours. Normally, non-member participants are charged a high tuition fee (about half more than members). Number of participants of the courses are ranging from 20 to 40 and the average number of participants was 28.4 in 1970. In 1970, 48.6% of the courses were conducted in language medium one of Chinese. All courses of Insurance and EDP were conducted in English. All Small Business courses and 15 out of 18 Production courses were conducted in Chinese. This is up to the nature of the course concerned, the need of the participants and the capability of the instructor. Teaching methods used includes Lectures, Discussions, Seminars and Case Studies. In 1970, a total of 115 courses covering 834 sessions was completed during the year and the number of enrolment was 3,125.

² Information by Mr. William Kung, the Director of Studies of the Association.

b. Hong Kong Productivity Centre

Hong Kong Productivity Centre was also sponsored by the Federation of Hong Kong and it was established in April 1967 aimed to help increase productivity of the local industry. Its major activities include (1) educating senior management, (2) providing courses for higher productivity, (3) consultancy service for local industry, (4) publication and public relations, and (5) research.¹ It is a Government subsidized organization. Its own revenue from training programs constitutes only a small portion of its total revenue -- for the financial year 1969/70, 19% of the total revenue.

The courses of HKPC are designed for participants engaged in different levels of technology and management. They are open to the public and no special academic professional qualifications are normally required. The emphasis in all the courses is on the practical application of the techniques actual work situations. The training activities of the Centre are divided into several types.

¹ The Report of The Working Committee on productivity, July 1964, p.8.

(1) Training Courses conducted at the Centre's Premises -- these courses, during the initial stages of its development, were mainly of the horizontal level in production management techniques such as work study, preventive maintenance, quality control, production planning and control and plant layout; financial management and personnel management. In 1970, the training courses were expanded to include vertical training in process engineering for sectors of industry such as electronics, wig manufacturing, plastics and metal plating, Appendix XI gives a summary of courses conducted during the years from 1968-1970.

Most of the courses are held during the day afternoon. Participants meet once or twice a week (each meeting consists two sessions of one hour). The course length is normally ranging from 10 sessions to 40 sessions and the duration from half month to three months.² In order to ensure that proper individual attention can be given to each participant and also make it easier to implement the necessary practical work and follow-up programs, the Centre

² This information is collected from Information Brochurs of the Centre's Courses.

pursues a policy of limiting the number of participants to 25 for any particular course. The response from industry to courses run by the Centre has been overwhelming. In 1969-70, more than half courses were repeated for several times and still 364 persons tured away.

Most courses are conducted by the Centre's own trainers who in addition to possessing high academic qualifications also have practical experience in Hong Kong industries.³ From time to time, leading personalities in certain fields were invited to take special sessions in the training courses of the Centre.

The tuition fees of the Centre's courses are the highest among all training institutions. The tuition fee for one hour is ranged from HK\$15 (in average about HK\$12.5). Although the courses are open to all public, yet priority is given to those engaged in commerce or industry. Almost all courses are conducted by Chinese in assistance of English. Only a small part of them are conducted purely be English.

³ Hong Kong Productivity Centre, Annual Report, 1969-70. p.6.

At the end of each training course, carefully prepared questionnaires were sent to all participants for comments and suggestions so that training programs can be geared to meet as nearly as possible the actual requirements of participants. The questionnaire varies from course to course, but the following types of information are usually included:

1. Reaction on the time schedule of the course.
2. Usefulness of training noted.
3. Suitability of medium of instruction.
4. Adequacy of audio-visual aids.
5. Balance between theoretical studies and problem discussions.
6. Usefulness of factory visits.
7. Usefulness of the course to participants' work.
8. Application of techniques in real work.

An analysis of questionnaires completed during 1969-70 shows that audio-visual aids were considered to be a vital part of the training courses, and that participants found in-plant practical training, problem discussions and case studies on essential part of the training programs.

During the year 1969-70, the Centre organised 25 in-class training programs for 745 participants. An analysis of these participants indicates.

1. that over 50% came from small and medium scale factories,
2. that 100 participants were top management personnel and almost 400 participants were middle management personnel, and
3. that almost 50% of the participants had received university or post-secondary college education.

(2) In-Company Training -- these courses are held specially for those enterprises which are unable to release their personnel to attend courses at the Centre for long periods of time and/or are large enough to have courses conducted at their own premises for groups of people such as supervisors and technicians. In such cases the Centre send staff to the plant and conduct classes on the factory floor.

Before any in-company training commences, the Centre carries out a survey in the company concerned by consulting company staff at all levels -- management and workers -- to find out what is required, so

that the training is tailored to meet the requirements of the individual organization and fits into the working hours of the company with no disruption of production.

During the year 1970/71, the number of in-company training courses increased 15 over the previous year. A total of 416 persons from 10 companies participated in 23 in-company courses. Except the course "Work Study & Human Relations", all other courses are Supervisory Training courses. The length of the courses are ranging from 14 sessions to 38 session (each session normally lasts one hour) according to the need of individual company.

- (3) Training of Trainers -- In view of the general shortage of qualified trainers, the Centre has devoted considerable effort to the training and development of new technical officers as trainers. In addition to recruiting experienced staff both locally and overseas, the Centre recruits graduates from universities as cadet trainers and in a two-year period instils into them the necessary disciplines and practical work that combine to make up high-calibre staff. During the year 1970/71 the Centre was able to obtain,

through UNDP and ILO, the services of an Industrial Engineering Expert to provide advanced training for technical staff.

- (4) The Centre has an Audio-visual Unit specially for supporting the training courses with slides and film aids. During the year 1970/71 the Centre had a collection of 28 films strips -- with commentaries -- and 40 films from outside sources, of which 27 were dubbed into Cantonese by the Centre's staff.
- (5) Past Participants' Groups -- the Groups are founded for the following objectives; To encourage the acquisition of knowledge and the exchange of views on matters pertaining to their professional fields of interests; to promote friendly relations and the spirit of professional unity among members; and to encourage by various means a close relationship with all interested bodies and institutions with similar interest and objectives.

In the year 1970/71, there are five such groups:

1. Industrial Engineering	527 members
2. Supervisors	50 members
3. Personnel Management	30 members
4. Financial Management	50 members
5. Plastic Technology	74 members.

During the year the various groups met regularly to achieve these objectives. The Centre made arrangements for panel and group discussions, lectures, film shows and visits to local commercial and industrial organizations to enable members to keep abreast of developments. Recreational activities included picnics, swimming and barbecue parties and annual dinners, etc. In addition, the Centre held regular discussions with members to ascertain their views on the various programs conducted by the Centre, the possible way of improvements, and the types of courses which could be conducted to advantage to meet the practical needs of groups within their own companies.

c. Government Training Division

The public service became "management conscious" largely as a result of the work and recommendations of the Salaries Commission, 1959, which sat under the chairmanship of Mr. J.W. Platt, a prominent figure in the sphere of management education in Great Britain. Part of the Commission's Report are very proper -- all departmental officers in the superscale are administrators whatever their specialism or profession is. The clear implication must be that in the professional departments, the officers in the superscale must be not only qualified

professional men, but competent administrators also.

We do not find that the Heads of departments give much thought to problems of administration and organization, and there is clearly a great deal of essential work to be done in this field throughout the Service.¹

The Division felt that to be a success the administrator at the senior level should be competent in three related areas of activities:-

- (1) His technical/professional judgement should be mature, sound and realistic in relation to Hong Kong's needs and resources;
- (2) He should be sufficiently sensitive to the needs and aspirations of this increasingly sophisticated community to know what public policies and procedures within his sphere are likely to win and retain public acceptance;
- (3) He should be able to cope with the general problems of running his department or section as one part of the Government machine and, by personal qualities of leadership, so to utilise the varied talents of his staff that a high level of service is given to the public.

¹ Information provided by Mr. Yiu, Executive Secretary of Government Training Division.

Having these general objectives, Government has geared itself:-

- (1) In various ways to incline younger officers to accept this analysis of the goals towards which they should aspire;
- (2) To encourage senior officers to seek out opportunities to acquire the knowledge and skills they now need, in addition to sheer professional competence, in order to succeed in senior positions.

The training of General Administrative falls broadly into four categories: induction, basic, specialist and general administration. The direct objectives are to give all officers a background knowledge of Government procedures and conditions of service, to provide minimum standards of working, to improve efficiency, to equip officers for promotion and career development, to encourage both versatility and specialization and to give refresher training. Indirectly much of the training, particularly in the senior spheres, is designed to develop self-confidence and initiative, to instil higher motivation, to foster esprit de corps, to encourage wider interests and to introduce certain fundamental techniques in supervision, office organization and management. Training is given both on selective and non-selective

bases, selective where officers are carefully chosen for courses to develop particular skills, knowledge or attitudes, non-selective where objectives are more limited and concerned with the efficient performance of the particular job in hand.²

The local courses are concerning with basic bureaucratic skills and knowledge appropriate to various levels. They are:

- (1) Administrative Development Course Part I -- this course is designed to provide an introduction to the basic structure, organization and working procedures of Government and is generally aimed to equip professional/technical officers to be effective at the initial administrative level. The course lasts three weeks and covers subjects such as communications, confidential report writing, discussion leading, human relations, leadership, public speaking, staff interviewing, work study, data processing and critical path analysis. It has become perhaps the most popular course organized by the Division. Most sessions are covered by staff of the Training Division but a number of guest speakers are invited for specialist talks.

² Report on Training in The public Service of Hong Kong, 1959-68.

- (2) Administrative Development Course Part II -- this Part is designed to explain and discuss the background of some of the major problems and issues facing Government at the present time and to stress the scope for inter-departmental co-operation. The majority of speakers are officers in senior positions in Colonial Secretariat and Departments.
- (3) Basic Training for Executive Officers Part I & II - these courses are designed to provide inexperienced officers with the basic bureaucratic knowledge and skills they need to become reasonably effective within their first year of service.
- (4) Basic Training Scheme for Administrative Officers -- this program is designed to incline officers towards a constructive approach to the solving of administrative problems rather than an analytical approach falling short of positive action. And to demonstrate the constant requirement for the Administrative Officers: "to bring into harmony the ideal and the practicable, the legally permissible and the politically possible."

The Division has always been conscious of the need to evaluate the training it gives to ensure that the

maximum benefit is available to the maximum number. Group participants have been encouraged and constructive criticism welcomed in the open forum at the end of each course and on the appraisal forms which can be completed anonymously. Departments are regularly approached for their views on training in general or on specific courses. The latest method has been to recall members nine months after an Administrative Development Course Part I to discuss the training in the light of their subsequent experience. With the method of re-appraisal, the Division thus be able to modify, to expand, to shorten or to exclude the courses in the program.

In general, the Division does not hold any training courses which an existing institution in Hong Kong or overseas could take on satisfactorily. Government believes that the majority of what one may call basic skills are best taught by experienced, trained Government staff working in a Government context. Full details of the courses, and of officers attending, in this program since 1962 are contained in Appendix .

CHAPTER III

ANALYSIS OF SURVEY RESULT

If we could isolate management education from the existing educational and social systems, then an objective analysis of managerial needs followed by a prescriptive learning program might well provide a simple acceptable solution to the problem of management education as a basis of career-long learning. In practice it is not possible to do this in a society that is an on-going and viable concern. But it is possible to consider an 'ideal' isolationist analysis and solution as a basis for discussion and then to refine the solution for the world of reality.

The survey was carried out during October-December 1971. Of 400 questionnaires sent out, 34 were undelivered, 134 were returned and only 106 were completed and were used in the analysis. If we use the total number of delivered questionnaires counted only 29%.

A. Classification of Respondents

Management problems are highly diverse. Control of a vast corporation may be completely different from the supervision of technicians at a motor repair business. Generally, management may be classified horizontally by

business functions - production, marketing, finance, personnel and research & development. Vertically, management may be classified by the nature of the organization - manufacturing, trade & marketing, transportation, banking & insurance, Government departments, accounting firms, Chamber of Commerce, Hospital and educational institutions etc. Except by business function and by business nature, management may also be classified. In this survey management is separated into three levels - upper level, middle level, and lower level - and they are defined as below:-

Upper level: Responsible for strategic decisions of the firm.

Middle level: Responsible for departmental decision-making.

Lower level: Implementing decisions made by department head.

In this survey, the writer does not try to classify the respondents' work by their management titles. He left this work to be done by the respondents themselves. This is because the title of a position may not have a definite implication of management functions. In a large corporation, the functions of management are separated into further detail and in a small company, a single person may be responsible for more than one function. As the knowledge and abilities needed by the managers are directly related to the functions of their work, excluding the

element of title may not have any negative effect in case that the respondents are capable to classify their own work.

1. Table 1 in Appendix II gives the detailed classification of the respondents' work. Of the 106 respondents who have completed the questionnaires, almost half of them were responsible for general management, and those responsible for other functions of management are listed as below:-

<u>Function of Management</u>	<u>No.</u>	<u>Percentage</u>
General Management	49	46.0%
Production Management	8	7.5%
Marketing Management	15	14.0%
Personnel Management	8	7.5%
Financial Management	21	20.0%
Supply & Purchasing	2	2.0%
Research & Development	<u>3</u>	<u>3.0%</u>
	106	100.0%

This distribution indicates that management authorities in Hong Kong are still concentrating on the hands of the top-level managers and functional managements are not very popular. This situation may also be explained by recognizing that the firms operating in Hong Kong are not big enough to be highly diversified. As the purpose of the survey is not to

find out the ideal degree of diversification in various firms in Hong Kong, but to use them as a basis for measuring the needs of the various functions. Failure to find out the real situation of diversification will not affect the result of the survey.

2. In case of classifying by nature of the organization, distribution of the respondents are listed as below:-

<u>Nature of Organization</u>	<u>No.</u>	<u>Percentage</u>
Manufacturing	37	35.0%
Trade & Marketing	20	18.9%
Banking & Insurance	15	14.0%
Transportation	5	4.7%
Public Utilities	6	5.7%
Government Departments	7	6.6%
Others	<u>16</u>	<u>15.1%</u>
	106	100.0%

In comparison with the distribution of the occupied population of Hong Kong (See Table), it may be found that the distribution of the respondents is rather consistent with the former. This may be explained by noting that the need of the various types of business firms for management education is quite similar. The writer was told by Mr. William Kong, the Director of Studies of Hong Kong Management Association, that most

of the members of the Association are working in larger companies and in leading positions. It may be regarded as a fact that larger companies and higher level management are more sensitive to management education.

3. The age distribution of the replying respondents is listed below:-

	<u>34 and Under</u>	<u>35-49</u>	<u>50 and Over</u>
General Management	14	20	15
Production Management	2	3	3
Marketing Management	7	5	3
Personnel Management	2	5	1
Financial Management	10	8	3
Supply & Purchasing	1	0	1
Research & Development	<u>2</u>	<u>1</u>	<u>0</u>
Total	38	42	26

It is very clear that the age distribution of Marketing Managers, Financial Managers and Research & Development Directors concentrate in the age group of "34 and Under", General Managers and Personnel Managers concentrate in age group of "35-49", and the age distribution of Production Managers and Supply & Purchasing Managers is rather even.

B. Relationship of Several Attributes to Functional Managers

Successful management performance may be related to knowledge, ability, character, age and even appearance. Part of these factors may be changed by education and part of them may not. The purpose of management education is to provide efficient management personnel by increasing favorable factors and decreasing unfavorable factors. Whether a factor is favorable is determined by the need of management positions. Knowing the needs of the practical managers may enable educators to design better programs and to perform more efficiently.

We know that the environment is always changing. Knowledge and techniques learned last year may not be applicable this year. But the writer believes that the fields of knowledge and the classification of abilities may not change so quickly. For this reason, knowledge and abilities are classified in this survey simply by field of knowledge and nature of ability.

Table 2 in Appendix II gives full details of the survey result in respect of the attributes, abilities, and knowledge needed or relevant to the work of various functional managements. Important findings are listed below:-

The table below indicates the number of respondents answering "very important". The data is drawn out from Table 2 in Appendix II.

	Gen. Mgt.	Pro. Mgt.	Mar. Mgt.	Per. Mgt.	Fin. Mgt.	Sup. Mgt.	R&D Mgt.
Age	4	0	1	0	4	0	0
Character	31	5	9	5	13	22	0
Intelligence	37	6	12	4	19	1	2
Education	22	4	3	4	12	0	2
Working Experience	36	6	10	8	17	1	1
Skills	<u>16</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>11</u>	<u>0</u>	<u>0</u>
Total no. of Respondents:	49	8	15	8	21	2	3

1. Intelligence is considered to be the most important attribute among the six attributes - age, character, intelligence, education, working experience and skill - by most general managers (37 out of 49 respondents say so), marketing managers (12 out of 15 respondents say so), and financial managers (19 out of 21 respondents say so), Production managers consider it as important as working experience (6 out of 8 think so). Research & development managers consider it as important as education (2 out of 3 respondents say so). Only personnel managers (4 out of 8 respondents say so) and supply managers (1 out of 2 respondents say so) so not put it in the first place of importance. The table below shows that the distribution is highly concentrated.

2. Working experience is considered to be the most important attribute by all personnel managers (8 out of 8 respondents say so). Most general managers (36 out of 49), marketing managers (10 out of 15), and financial managers (17 out of 21) consider it a very important attribute next to intelligence. Production managers consider it as important as intelligence (6 out of 8 respondents say so). Other two types of managers do not have representing answers.
3. Character is placed at the third position by most general managers (31 out of 49 respondents say so), marketing managers (9 out of 15), and financial managers (13 out of 21). Production managers put it in the place next to intelligence and working experience (5 out of 8) and personnel managers put it next to working experience (5 out of 8).
4. Educational background is placed parallel with intelligence in the first position only by research and development managers (2 out of 3 respondents say so). It is placed in third position by production managers (4 out of 8) and personnel managers (4 out of 8). It is placed in fourth position by general managers (22 out of 49), marketing managers (3 out of 15) and financial managers (12 out of 21).

5. Skills are not considered to be a very important attribute by almost all types of managers except financial managers (11 out of 21). This phenomenon may be explained by recognizing that the work of financial managers is rather versatile and that the importance of skills is not as high as a worker's or clerk's.
6. Age is considered to be extremely unimportant by all types of functional managers. Only 9 respondents consider it as a very important attribute. Most functional managers think it as somewhat important (refer to the table below Appendix II), while most general managers think it to be not very important (30 out of 49 respondents).

Implication of the above Findings:

Intellegence and character are two attributes which are believed to be inherent and can hardly be changed by education. The emphasis on these two attributes shown by the respondents in this survey (81 out of the total 106 respondents say that intelligence is very important; 67 say that character is very important) implies that successful management personnel are basically born. Intelligence is the potential of a person for further development. Character of a person, if suitable to the post, may add a stimulus to the person in his working. Measurement of these two attributes must be emphasized in selecting management personnel or

management students. In the United States I.Q. test is very popular and has been used for many years to evaluate a person's intelligence. Character test originated recently and has not yet been commonly applied. As these tests are so valuable and have not been formally applied by local educational institutions, it is the right time to research and develop this kind of test specially for local needs.

The negligence of age shown by the respondents (only 9 out of the total 106 respondents indicate that they think age is very important) may be regarded as an indicator that the age of promotion by seniority is passed, and the system of promotion by actual competence is prevailing. This phenomenon has clearly resulted from the increasing complexity of the business world and on the other hand the increasingly competent younger generation. Why is the younger generation so competent? What is the relationship between competence and working experience? What is the contribution of education to the development of management personnel? The answers to these questions are controversial. The increasing number of competent young men may be a result of the system of promotion by actual competence. It may also possibly be a result of the improved educational system and methods. What are the contributions and limitations of the present educational system? What are the advantages of education versus working experience?

In this survey, working experience is considered to be very important by 79 or 74% of respondents. Education is considered to be important by only 47 or 44% of respondents. This means working experience is more important than education. However, it does not mean that education is not important at all. 50 or 47% of respondents answer that education is somewhat important and only 9 respondents say that education is not very important. It is very clear that education is essential but not sufficient for efficient management performance. Many things must be learned through practice. If we say that there is a certain limitation of the contributions of education, then education must be something which cannot be improved. The development of management education is a witness that education, as well as many other things, can be improved and developed. The reason that management education cannot properly meet the purpose of developing management personnel is the ignorance of the real needs of management functions and the lack of suitable methods of instruction. Of course, there are more problems of planning: such as those of combination, priority, quantity and quality, speed and length etc. Someone may say that the opinions of the managers are formed because they do not recognize the present educational functions. They may have left school for many years and what they acquired may be completely different from what is provided by the present educational institutions. But this is a problem which always exists in any kind of survey.

C. Abilities Needed by The Various Types of Functional Managers

The table below indicates the number of respondents answering "very important". The data is drawn out from Table 2 in Appendix II.

	Gen. Mgt.	Pro. Mgt.	Mar. Mgt.	Per. Mgt.	Fin. Mgt.	Sup. Mgt.	R&D Mgt.
Analytical ability.....	34	5	10	6	18	1	1
Decision-making ability.....	44	15	11	6	16	2	1
Organizing ability.....	36	6	8	7	16	1	0
Leadership.....	33	8	8	6	14	1	1
Creativity.....	26	4	5	6	11	0	1
Writing Capability: English..	33	6	9	5	16	2	2
Chinese..	8	3	3	1	4	1	0
Speaking Capability: English..	32	6	11	4	15	1	1
Chinese..	21	3	5	3	10	1	0
Total no. of Respondents:	49	8	15	8	21	2	3

1. Decision-making ability is considered to be the most important ability by most general managers (44 out of 49), marketing managers (11 out of 15), and supply managers (2 out of 3). Financial managers consider it to be very important only next to analytical ability (16 out of 21). Personnel managers consider it next to organizing ability (6 out of 8). Production managers consider it next to leadership and organizing ability. Research & development managers do not think it too important.

2. Analytical ability is considered to be most important by financial managers (18 out of 21). Marketing managers consider it to be very important next to decision-making ability (10 out of 15). General managers consider it next to decision-making ability and organizing ability (34 out of 49). Personnel managers consider it next to organizing ability and put it parallel with decision-making ability, leadership, and creativity (6 out of 8). Production managers consider it to be essential as they put it after leadership, and organizing ability and parallel with decision-making ability. The opinions of Supply managers and research & development managers are uneven.
3. Organizing ability is considered to be most important by personnel managers (7 out of 8). General managers consider it to be less important than decision-making ability (36 out of 49). Production managers consider it next to leadership (6 out of 8). Marketing managers consider it next to decision-making ability and analytical ability and parallel with leadership (8 out of 15). Financial managers consider it next to analytical ability and parallel with decision-making ability (16 out of 21).

4. Leadership is considered to be very important by all production managers (8 out of 8). It is essential for other management functions but not very important. General managers put it in the fourth position (33 out of 49). Marketing managers put it next to decision-making ability and analytical ability (8 out of 15). Personnel managers put it next to organizing ability and parallel with analytical ability, decision-making ability and creativity (6 out of 8). Financial managers put it next to analytical ability, decision-making ability and organizing ability (14 out of 21).
5. Creativity is not considered to be very important by all types of managers. But it is considered by them to be helpful.
6. English speaking capability and writing capability are considered to be very important and in many cases un-neglibl (no respondents say that it is not very important). Only a few general managers and production managers say that English speaking or writing capability are not very important (only 2 out of the 49 general managers sat that English writing capability is not very important; 6 say that English speaking capability is not very important).

2 out of 8 production managers say that English writing capability is not very important; 1 says that English speaking is not very important).

7. The respondents' opinions on the needs of Chinese writing capability and speaking capability are rather even. Some of them say that they are very important. But some of them say that they are not important. Generally speaking, the need of Chinese, no matter whether speaking or writing, is not great.

Implications of The Above Findings:

Management is simply defined as the way of getting things done through people. In the administrative aspect, it includes the following: Setting objectives, planning, organizing, implementing, co-ordinating, motivating, and controlling. The prescribed abilities are closely related to these tasks - analysis is the basis for recognizing environment, decision-making ability starts work without delay, organizing ability allocates resources to suitable places, leadership puts plans into action with efficiency, creativity solves problems with new method. Actually, these abilities are not so simple and they are always inter-related. Their contributions to management can hardly be measured. However, they are the connotations of a person and affects one's performance seriously no matter what he is doing.

Education and working experience are two attributes accumulated gradually through one's life. Abilities may be developed through either way. Although the actual relationship between these two attributes and the abilities cannot be found in this survey, or there may be no constant relation between them, yet the profile of the abilities needed by the various management areas may have some implications.

Working experience is considered to be more important than education by most managers. On the other hand, most general managers and marketing managers say that decision-making ability is the most important ability. Does it mean that the work of general management and marketing management can well develop decision-making ability? Production managers say that leadership is most important. Does it mean the work of production management can effectively develop leadership? Does this deduction apply to personnel management (they say that organizing ability is most important) and financial management (they say that analytical ability is most important)? Surely, this deduction may be completely illogical as the questions did not ask the respondents their opinions on the co-relations of working experience with the abilities, and the number of respondents is not great enough to represent the population of the various managers. However, it reminds us that a thorough study about the methods for developing management abilities is valuable and necessary. It seems

that the present education institutions over-emphasize curriculum design. Abilities development has not yet been put in first place.

D. Knowledge Needed by The Various Types of Functional Managers

The table below indicates the number of respondents answering "very important". The data is drawn out from Table 2 in Appendix II.

	Gen. Mgt.	Pro. Mgt.	Mar. Mgt.	Per. Mgt.	Fin. Mgt.	Sup. Mgt.	R&D Mgt.
Engineering & Technology.....	18	7	1	0	3	0	0
Humanities & Sociology.....	16	4	2	6	4	0	0
Commerce & Economics.....	29	2	11	1	13	1	1
Law & Politics.....	11	0	0	1	6	0	0
Accounting & Finance.....	18	1	5	0	17	1	1
Total no. of Respondents	49	8	15	8	21	2	3

Knowledge of Commerce & Economics is considered to be very important by most general managers (29 out of 49 respondents say so) and marketing managers (11 out of 15 respondents say so). Production managers indicate that the knowledge of Engineering & Technology is most important (7 out of 8 respondents say so). Personnel managers show that the knowledge of Humanities & Sociology is most important to their work (6 out of 8 respondents say so) and for Financial managers, knowledge of Accounting &

Finance is mostly needed (17 out of 21 respondents say so).

General management is the widest and the most complex field of management studies. It is the nerve-center of any organization and is indispensable for the organization. Functional managements are established to run routine work and provide information for decision-making of general management. As some organizations are completely different from other organizations, such as trading firms versus educational institutions, the needs of general management in various organizations are listed in similar formats separately, so that readers may find out the needs of general management of a specific type of organization which he feels interested in. Except the prescribed types of organizations, "other" organizations are classified as follows:-

Investment Company	Management Consulting Firm
Building Contractor	Chamber of Commerce
Accounting Firm	Educational Institution
Lawyer's Office	Social Welfare Services
Advertising Company	Medical & Nursing
Marketing Research Co.	Architectural Services

Management is the way of getting things done through people. Management is needed only in case the "things" is to be done through a group of persons. It is clear that the way of "doing things" is a completely different matter from the way of "getting things done through people." Management is more dynamic and demanding in case the "things" are to be executed by people. Without knowing the way of "doing things", no management is possible. Therefore, the right way of becoming a successful manager is to learn the way of "doing things" at first and then to learn the way of "getting things done through people". Though these two functions are different in nature, they may also be learned simultaneously.

As the basic knowledge needed by the various functional managers is different, it is logical to suggest that educational institutions provide management courses and develop management talents after a person has completed his study in a specific field. Production managers had better be developed from persons graduated from Engineering or Technology; marketing managers from graduates of Economics; personnel managers from graduates of sociology and/or psychology; and financial managers from accounting and finance graduates. These suggestions are applicable to M. B. A. program or executive development programs. In Hong Kong where most companies are small and the need of highly specialized personnel is not great, management

training and developing programs had better be provided in the undergraduate curriculum of various faculties.

E. The Relationship Between The Managers' Educational Backgrounds and Their Work.

In order to find out what kinds of educational background are most suitable to what function of management, the writer set up two questions to find out the respondents' educational backgrounds and relation to their work.

The educational background of the respondents are rather complex. Some are graduates from secondary school; some have professional degrees; Some are university graduates with degree of Engineering alone; some major in Economics and minor in Accounting; others major in Accounting and minor in law. The combination is very complex and therefore can only be classified by nature and level. The writer classified them as follows:

Secondary School and Post-secondary School.

College and University (including Professional Degrees):

Arts.

Social Science: Economics.

Management.

Others.

Professional: Engineering & Technology.

Accounting.

Others.

The findings of the survey in this respect are listed in Table 3 in Appendix II. It may be seen that the educational backgrounds of the respondents are classified in different patterns at the left hand side of the table. Opinions of the respondents are listed in the right hand side. As the knowledge and abilities needed by general management are mainly determined by the nature of the organization, the opinions of general managers are classified by the nature of the organizations. Table 3a shows the opinions of functional managers. Findings are summarized below:

1. The educational backgrounds of production managers are mostly relevant to their work. Of the 8 production managers, 5 say that their educational backgrounds are indispensable to their work. The other 3 say that their educational backgrounds are helpful to their work. All of them have degrees of Engineering or Technology. Of the 5 respondents who say that their educational backgrounds are highly relevant to their work, 3 have certificates of management.
2. The educational backgrounds of financial managers are rather relevant to their work. Of the 21 respondents, 10 say that their educational backgrounds are indispensable to their work (of them 8 have degrees of Accounting, 6 have degrees of Management and 4 have

degrees of Economics). 10 say that their educational backgrounds are helpful to their work (of them 4 have degrees of Economics, 3 have degrees of Management and only two have degrees of Accounting). Only 1 says that his educational background has very little relevance to his work (he has degree of Economics and Science).

3. The educational background of marketing managers are mostly irrelevant to their work. Of the 15 marketing managers, only 1 says that his educational background is indispensable to his work. 12 say that the educational backgrounds are helpful to their work and 2 say very little relevance. Their educational backgrounds are diverse, it implies that there is no suitable educational program specially for developing marketing managers. What will be the best method for developing marketing managers?
4. Likewise with the marketing managers, the educational backgrounds of personnel managers are also irrelevant to their work. Of the 8 respondents, only 1 says that his educational background is indispensable to his work. Their educational backgrounds are also highly diverse. Does it imply that the educational programs for developing personnel managers are poorly designed? Or does it mean that the ways of recruiting

personnel managers are not suitable? Or does it mean personnel managers must be developed through working experience?

The regularity of the learning methods should not be regarded as the favorite of the respondents, as the nature of these learning methods are different from each other. It may be normal to read periodicals regularly as one can read five minutes each day. It may also be normal to attend a course with an interval of one year. Therefore whether the latter three methods have not yet been popular cannot be concluded from the above findings. For this reason, the writer set up one more question to find out the cases directly from the managers, whether and why the latter three methods are not well accepted. Possible answers of "has never attend the courses" are listed as below:

	<u>No. of Respondents</u>
Do not know that there are such courses	0
Capability is good enough for present job	0
Courses are not suitable to them	12
Do not have time to participate in course	15
Do not have interest in the way of study	1
The company has programs already	2

It may be wondered why the number of respondents is so small. This is because the question is suitable only for those who have never attended the courses offered by educational institutions. All respondents in this survey are members of Hong Kong Management Association and those who have attend courses offered by H.K.M.A. are not required to answer the question.

From the number of respondents shown in the table, it may be seen very clearly that most managers do not attend courses because they do not have time to participate. The next importants reason is that the courses do not suit the needs of the managers. Only 4 respondents claim that they are not interested in any courses.

Some respondents provide further information about the reason why the courses are not suitable for them:

- a. The courses are so fundamental that they are only suitable for junior executives.
- b. The courses are too academic in nature.
- c. The courses are too piece-meal and always overlap.
- d. There is a lack of qualified lecturers for management courses.

F. The Ways of Learning by Managers

The most useful model of management is one which regards it as a learning process. The ways of learning applied by managers in Hong Kong may provide some implication for educational institutions.

Detail statistics of the findings, classified by functions of management, are given in Table 4 in Appendix II. The Table below gives the general statistics of the findings.

	<u>Regularly</u>	<u>Sometimes</u>	<u>Seldom</u>
Discussions with Colleagues and friends.....	69	27	10
Reading relevant periodicals..	74	27	5
Reading relevant books.....	44	46	16
Participating in relevant courses.....	12	59	35
Participating in relevant seminars.....	7	54	45
Attending Lectures.....	12	48	46

From this table, it may be seen that the most popular method of learning is "reading relevant periodicals (74 out of the total 106 respondents use it regularly). The next popular method is "discussion with colleagues and friends" (69 respondents use it regularly). The popularity of the other methods is given in priority as

follows: "reading relevant books" (44 respondents use it regularly), "participating in relevant courses" (12 respondents use it regularly), "attending lectures" (12 respondents use it regularly) and "participating in relevant seminars" (only 7 respondents use it regularly).

Why do the respondents use the former three learning methods so regularly? Is it because the former three methods are more efficient than the latter three methods in nature? Is it because the former three methods have greater adaptability? Or because the standards of the latter three methods are not high enough to meet the respondents' requirements? Or because the respondents have not yet recognized the advantages of the latter three methods? Any of the above reasons is possible. But to find out the importance of each cause is almost impossible because we can hardly find out what is the cause and what is the effect. However, this will help us to realize the facts.

The chief advantages of periodicals may be listed as follows: (1) Periodicals can be read at any time as the manager likes to. (2) Periodicals are composed of short essays which can be read through within a very short period. (3) The central issues and data quoted in the papers are mostly up to date. (4) Periodicals of

other countries can be purchased easily through various means and thus the reader may know the affairs and opinions of various parts of the world. For those managers who can read well, periodicals are undoubtedly an efficient tool for them to develop their potentiality.

The reasons for "discussing with colleagues and friends" regularly may be listed below: (1) The problem waiting to be solved is so complicated that it cannot be solved merely by knowledge learned from books. (2) Discussion is the most efficient way to group the ideas of persons and find out a solution. (3) Free discussion helps to discover problem. (4) Discussion is the best way to express one's opinion and communicate with the others.

The less influential type "reading relevant books" may be due to three reasons: (1) Most books are thick and the central issues of a book are not easy to be found. (2) The price of books are comparatively higher than that of periodicals. (3) Those who read periodicals rarely read books.

G. Companies' Policies Towards The Courses Provided by Educational Institutions

The success of the courses provided by the educational institution depends mainly on the policy of the

companies. And the factors influencing the formation of policy of companies towards the courses are as follows:-

1. Participants should be selected by their superior.
2. Courses selected must be relevant to the participant's work.
3. The company is responsible for paying the tuition fee.
4. The company considers participation one requirement for promotion.

The policy of a company may be one of the above answers. It may be combined by two or three or all of the above choice of answers. The findings of the survey in this respect are listed in Table 7 in Appendix II.

It may be seen from the table that the most popular policy of the companies operating in Hong Kong towards the courses provided by educational institutions is the combination of answer 1 plus 2 plus 3 - participants should be selected by their superiors, courses selected must be relevant to the participant's work, and the company is responsible for paying the tuition fee (19 out of the 47 respondents say so). The next popular policy is composed of answer 2 and 3 - in case the courses selected are relevant to the participant's work,

the company will pay the tuition fee (11 respondents say so). Only 7 companies consider participation as a requirement for promotion. But 6 of them put it together with the condition that the participants should be selected by their superiors. Anyway, 37 out of the 47 respondents say that their companies are responsible for paying the tuition fee.

H. Assistance Provided and Willing to be Provided by Local Companies

It is impossible to make a right comment and suggestion if one does not know the assistance already provided and likely to be provided by companies in Hong Kong towards educational institutions. In this survey, answers for selection are as follows:

1. Providing scholarships or bursaries.
2. Providing opportunities for practice.
3. Providing data for case studies.
4. Sending senior management personnel to give lectures.
5. Sending senior management personnel to be advisers to educational institutions.

Findings of the survey in this respect are listed in Table 8 in Appendix II. It may be seen that most

companies have already provided opportunities for practice (34 respondents say that their companies have done it). Many companies have sent senior management personnel to give lectures in educational institutions (33 respondents' companies have done it). 18 companies have already provided scholarships or bursaries for students and 13 companies have sent their senior management personnel to be advisers or consultants of educational institutions. Only 11 companies have provided data for case studies.

The assistance they are most likely to provide is material for case studies (21 companies indicates that they are willing to do it). 17 companies are willing to send senior management personnel to be advisers or consultants of educational institutions. 12 are willing to provide opportunities ofr practice, 11 are willing to provide scholarships and only 10 are willing to send senior management personnel to give lectures in educational institutions.

These findings give us a very important implication - business and industrial undertakings have already given considerable help towards management education. Unlike what people commonly think, they are most willing to provide case materials for educational institutions.

CHAPTER IV

THE NEEDS AND REQUIREMENTS OF MANAGEMENT EDUCATION IN HONG KONG

The Economic Development:

Hong Kong is an excellent natural harbour located at the centre of the Far East. Prior to the Second World War, it was mainly an entrepot port connecting with Southern China and the remainder of the world. Much of the trading was conducted by British firms which had been established during the nineteenth century. The shipbuilding and ship repairing industries had developed to a considerable size. Small factories had been opened in substantial numbers to meet both the needs of shipping and local needs. Several British banks and insurance companies provided essential financial services with reliability and efficiency.

After the Second World War, the economy of Hong Kong has been transformed primarily from one based on re-exports to one dependent on industrial exports. During the period of 1947-53, while the communists were taking over the mainland China and had not yet strictly restricted in emigration, hundreds of thousands of refugees poured across the border

into Hong Kong.¹ Among them included quite a number of industrialists and businessmen bringing with them capital, technical know-how and international business connections. With the convenience of the well established trading, banking and shipping facilities, and under the government's laissez-faire economic policies - free foreign investment, free foreign exchange, free port and considerably low rate of taxation, Hong Kong thus be able to start its journey of industrialization. During the Korean War, the United States imposed an embargo on the import of all goods of Chinese origin, and the United Nations an embargo on the export of strategic goods to China. These restrictions immediately and severely reduced Hong Kong's entrepot trade,² and derived considerable markets for Hong Kong textiles and other products.

Over the last two decades, Hong Kong's economic growth has been based on manufacturing and exporting (see Table 1 in Appendix XII). Hong Kong is a small place with only 398 square miles of land and in which, natural resources are almost nil,³

¹ Hong Kong Annual Report states that the population in 1947 was estimated 1,800,000. By the end of 1950 it was increased to 2,360,000. The Census taken in 1961 showed that the population was increased to 3,133,131.

² E.H. Phelps Brown stated in his paper The Hong Kong Economy Achievements and Prospects that China had taken two-third of the total exports of Hong Kong in 1951 and in the recent years the proportion has been under one per cent.

³ Minerals in Hong Kong are economically negligible. Most of the activity in mining and quarrying industry is directed to the production of building sand and stone.

the only available resource is the tremendous amount of labour force. As most of them were rural people who could only be employed as unskilled workers, the best way for economic development (better say the only way of survival) is to establish factories of producing technologically simple and labour-intensive products, and export them to the advanced countries where wage levels were comparatively higher and demand for consumer goods increasing. With the rewards of exports - foreign exchange, Hong Kong would be able to purchase foods, raw materials and capital goods as needed. Over the last twenty years Hong Kong has gone on this road suggested by Ohlin-Heckscher theory and has obtained a considerable achievement - from 1950 to 1970, the number of industrial undertakings increased ten times (see Table 2 in Appendix XII): number of employees within the registered industrial undertakings six-fold; (see Table 4 in Appendix XII) and the value of domestic exports in the last ten years expanded by 500% to HK\$12,347, which is probably more than the total exports of manufactured goods of all Latin America countries.⁴

⁴ Data provided by Dr. J. Espy: Based on imports of labour-intensive manufactured goods by all developed countries from less-developed countries in 1965 given by Hal B. Lary in his book, Imports of Manufactures From Less Developed Countries, page 103, as follow:

From Hong Kong.....	US\$690,000,000
From India.....	443,000,000
From Pakistan.....	68,000,000
From Taiwan.....	137,000,000
From all of Latin America.....	451,000,000

Although Hong Kong's exports have risen rapidly over the past ten years, imports have also risen correspondingly, and Hong Kong usually has a negative visible balance of trade amount to HK\$ 2 to 3 billion per year, as shown in Table 3 in Appendix XII. However, Hong Kong has not been negative in balance of payments. The trade imbalances are offset by income from tourists,⁵ expenditures for personnel and services by foreign companies located in Hong Kong, payments for shipping, banking and insurance services, and by net foreign investment inflows.

In co-operating with the development of the manufacturing and servicing sectors, the traditional economic activities of trading, financing and shipping developed considerably - according to the publication of Registrar General in Annual Reports, number of reports, banks increased from 47 of 1960 to 73 of 1970; number of insurance companies increased from 56 to 207; number of shipping companies increased at least more than 200 at the same period. Besides, the activities of construction, commerce and various services expanded accordingly to satisfy various necessities of the population. Right now there are 15,848 companies registered in Hong Kong and 655 companies incorporated outside Hong Kong established a place of business within Hong Kong.

⁵ According to the statistics of the Hong Kong Tourists Association in 1970, there was 920,000 persons came to Hong Kong and spent HK\$1,775 million which is about 15% of the total value of domestic exports amounted to HK\$12,347 million.

Types of Enterprise, Employers and Management Styles

There are various types of employers in Hong Kong with consequent variations in management styles. To some extent these represent different stages in industrial development. With half of the total labour force still employed in the traditional sector of the economy.

The style of management of an enterprise is determined chiefly by the nature of the industry, the size of the firm, the business environment; the cultural background and the concept of value of the management authority. If we classify Hong Kong enterprise by size and ownership, it can be distinguished as follows:

1. Small privately-owned Chinese firms.
 2. Large privately-owned Chinese firms.
 3. Large Western joint-ventures.
-
1. Small privately-owned Chinese firms.

Most industrial and commercial establishments in Hong Kong are of this kind. Almost all these firms are family-owned and managed, with the proprietor frequently working side by side by the workers. There is no management hierarchy, no formality, and thus communication between workers and employers are personal and easy. These firms operate in highly competitive and unstable markets,

many of them subcontracting for overseas orders. A common practice is that a factory is opened to make a particular product to meet high demand - such as gloves, plastic gadgets, garments, etc.

Physical working conditions in these firms are generally bad. The premises are rarely designed for industrial work, bad ventilation, poor lighting, inefficient plant layout, and unsafe working practice are common. As the production is unstable, the mobility of labour was believed to be high. Both employers and workers therefore seem to share a set of assumptions about the need to secure short-term gains when they can.

2, Large privately-owned Chinese firms.

Nearly all the manufacturing firms in Hong Kong are privately owned by Chinese. They can be separated into those of Cantonese and those of Shanghainese.

Because they are larger than the firms discussed previously, their management structure is more formal with the levels of authority progressively increasing with size. This means for most of them that are the owners, who generally continues to play an active role in management, they are less likely to be seen on the shipfloor and their place is taken

by supervisors and specialists whose interests, nevertheless, are subordinated to those of the family owners.

Communication between management and workers becomes formal. When it takes place, it comes to be top management through the foreman or, quite commonly, through a sub-contractor who is given the power to recruit and discipline labour in his own way. The attitude toward labour of the majority of price. Trade unions are rarely recognized. On the rare occasions that a strike takes place these employers may call for police protection. Fringe benefits are minimal, subsidized food being the most usual.

Shanghainese firms were mostly established in Hong Kong, in the late 1940s and early 1950s, by capitalists from Shanghai who fled from Communism. They brought with them many of the ingredients of business success - capital, technical knowledge, American market outlets, new machinery and skilled technicians. The firms are family-owned and the top management is almost exclusively Shanghainese and usually linked by family ties. These are among the most experienced industrialists in the Colony with a family experience of running large-scale factories that stretches back fifty years in some instances.

Top management structure tends to be formalized. Top management is strongly profit-orientated and through a three-shift system, it achieves one of the highest utilizations of capital in the world textile endustry. Workers who raise complaints in the workplace are likely to be regarded as 'trouble makers' and victimized.

Alongside this authoritarian attitude is a concern for the workers' welfare. Fringe benefits in some of these factories are substantial. Most provide free or subsidized meals in large canteens and medical care. Free dermitory accommodation is also provided for a large proportion of single workers; while subsidized flats are available for some of the married workers who are known to be of good conduct. Some of the workers' domitories have reading and television attached. A transport service to work or transport allowances are provided by some factories. Loan funds are common, and at least one firm has a swimming pool for employees and school for their children, but this is exceptional.

3. Large Joint-Stock Western

The most important sub-group is composed of those with British or European capital but which have strong ties with Hong Kong; some of them being associated with the old trading companies dating back to the middle of the last century. They

are among the large employers in Hong Kong (over 500 employees each) and altogether employ an estimated 45,000 or 3 per cent of the total labour force.

The parent companies normally provide technical and management know-how at the higher level. Training schemes and executive development programs are often available for the local employees.

The relationship between the top level managers are more informal, owing to their acquaintance developed overseas before coming to Hong Kong. Some second and almost all of the third level managers are local employees. They often find themselves stagnant in the organization ladder. Second level managers usually occupy positions in the personnel and the public relations departments as locals are most indispensable here. However, the overall control of the enterprise such as the handling of production techniques and the marketing and financial activities are still meant by the expatriates.

The management personnel of the small enterprises are generally well experienced in production and marketing techniques. But many other important functions of the business such as financial controlling, forecasting, personnel administration, quality control and planning are often neglected. It is

imperative that the deficiency be overcome through management education. The tendency of this type of education is now towards generalist training rather than the specialist training. The men at the higher levels of a hierarchy need more urgently understanding of the integrated view of the functioning of the entire business system.

In order to sustain the growth of the small enterprise, the entrepreneur must attempt to recruit and attract better experienced administrators to handle the intricate operations. The probable difficulties that will be encountered are:

1. The general lack of the supply of management personnel.
2. It is hard to compete with the larger firms who pay better salaries to the limited number of management personnel.
3. The sole-proprietorship enterprises are family operated and lack of attractiveness for the devotion of the outsiders.
4. The expansion of the operations are often checked by the constraints on capital resources. This imposes a further constraint on the recruitment of management personnel.

The above difficulties give rise to the multifunctional responsibilities of a few key personnel. For instance, the factory manager was to take care of the marketing and personnel activities whereas the financial controller acts also as the accountant and secretary. Owing to the limited time and energy available to each key-man, the efficiency of operation of a function is often achieved through intensive efforts at the expense of others. Each function must be manned by specialists in order to acquire a parallel and balanced growth.

Management education is thus an urgent need for the small privately-owned Chinese firms. It has to be geared to the most impending requirements of the enterprises, to bridge the gap of perception of management between the two generations of managers, and to take social and cultural factors into account.

CHAPTER V

THEORETICAL STUDY OF EVALUATION AND SUGGESTIONS

A. Conceptual Study of Management Education

Before we start to evaluate the present performance of management education in Hong Kong, a study about the concept of management education and its difference against other spheres and levels of education is needed.

In Webster Dictionary, to educate is described as "to develop mentally or morally; fit for a calling by systematic instruction". Education is defined as "a science dealing with the principles and practice of learning". To learn is "to gain knowledge or understanding of, or skill in, by study, instruction, or investigation".

1. Definition of Management Education:

George C. Houston¹ gave management education a rather complete definition. He said that management education is a planned, systematic, and continuing process of learning and growth designed to induce

¹ George C. Houston, Manager Development: Principles and Perspectives (First Printing; Richard D. Irwin, Inc., 1961. p.5.

behavioral change in individuals through bringing out or cultivating their mental abilities and inherent qualities through acquisition, understanding and use of new knowledge, insights, and skills as they are needed for and apply to more effective performance of the work of managing.

2. Management Education Versus Business Education:

By chance or by design, management education, as well as management itself, is always imaged by the general public and even some educators as a synonym of higher business education. In fact, management education should be applicable to all forms of organized societies - home, church, school, hospital, labour union etc. not only business and industry. If so, the basic goal of management education is the development of effective leadership at all levels in the organization. Since growth means change, such leadership will call for broader and deeper knowledge and understanding and for new habits and patterns of thought and action essential to meet the responsibilities and challenges of today and tomorrow.

3. Management Education - Leadership Education?

It is said that leadership cannot be taught. But this concept is proved to be narrow minded. Certainly, there are innate qualities that elevate people into

positions of leadership that cannot be taught, but there is a methodology and there are techniques that can be taught. There always will be differences in quality of leadership. Assuming all have equal formal training, the differences will result from the built-in, innate qualities that one leader might possess versus another. He who does not have such qualities, however, will be a better leader if trained in the methodology, technology, and philosophy of leadership than if left to shift for himself.

It should not be misunderstood that leadership is the whole of management. Management is such more than that. Generally, management is viewed as the way of getting things done through people. Actually, management is also needed in case a person is working alone. In the Symposium of Training held by A. P. O. in 1965, the functions of management are listed as:

Setting Objectives

Planning

Organizing

Implementing

Coordinating

Motivating

Controlling and

Reviewing

These functions are needed for leading an organization, they are also needed by any person if he wants to work logically and efficiently. In view of this, we may say that management is the way of getting things done logically and efficiently, whether through a single person or a group of persons.

4. General Education Versus Professional Education:

L.F. Urwick² says that general education is concerned with equipping the student intellectually and personally to meet the kind of problems which he is likely to encounter in his chosen career. He must learn to earn a living, to be a good member of society and to understand "the good life". General education, therefore embraces the vocational, social and ethical. Dr. V. Kanapathy,³ a well-known scholar in Malaysia, says that general education is concerned with the formation of right attitudes towards learning, towards work, towards truth and goodness, towards other people,

² L.F. Urwick, Education & Training for Management - a paper reprinted from Monopolies and Management, published by F.W. Cheshire Ltd., Melbourne. 1965. P.16.

³ The V. Kanapathy, The Role of Education and Training in Developing Managers - a paper reprinted from IPCCIOS III Conference Hong Kong, 1968.

and towards life in general. Most universities provide students with opportunities for securing degrees on subject matter which has bearings on almost infinite varieties of special callings.

Professional education, on the other hand, is concerned with those parts of the procedures, practices and techniques of any profession which can be taught more effectively by formal institution than by practical experience, or for which some measure of preliminary study of a formal character will provide depth and perspective to and abbreviate the time required for practical instruction.⁴ The nature of this distinction is well understood in the established professions. In medicine the distinction is sharply drawn, as already indicated, between those subjects which are most suitably taught in a university and those which are assimilated more readily in a teaching hospital. They tend to cross the border between teaching the principles and theories of the underlying sciences and teaching practical skills.

From a humanistic point of view, general education is essential. For the manager to play an important role in society, he must be conscious of the country's social problems and should contribute

directly to the solution of these problems. The fundamental problems of human society are of spiritual and idealistic nature. Moral education must be considered with the same seriousness as training in science and basic skills. But from an economic point of view, every educated man is an asset to the nation. If they are not educated to be professionals, they would not be able to utilize available capital and resources to an optimum extent. And on the other hand, a fresh graduate will find himself in a situation where there is little comprehension of the things he has been taught. He cannot practise what he has learned. In this case, there may be much frustration and educational effort can be wasted.

Anyway, the main purpose of education is to develop effective manpower for the various needs of society. The final stage of pre-employment education must emphasize vocational or professional training so that the new graduates can be assigned to suitable positions and can work competently and confidently. It is irresponsible to say that the duty of professional training is not the duty of the university. It is illogical to suggest that business firms lack efficient management to train the fresh graduates.

5. Should Pre-employment Management Education be Specialized?

It is generally agreed that basic principles underlying managerial practice should be taught as well as managerial theory. Some knowledge has to be imparted of traditional disciplines like mathematics, economics, sociology and psychology, which contribute to a better understanding of managerial problems. But should "current practice" be taught?

One seldom starts as a manager in business. He starts in some function or other, and he becomes a manager by earning promotion to successive levels in the hierarchy. His task gradually becomes more the integration of specialist skills than the exercise of specialist skills. Anyway, he cannot make a good start without functional competence and therefore, the functional contents of education cannot be altogether ignored. The way to generalisation is through specialisation.⁴

The purpose of management education is to lay down the foundation for further development and instill the capacity for benefiting from experience.

⁴ Dr. K.S. Basu, The Role of Education and Training in Developing Managers - principal paper of the Symposium IPCCIOS III Conference, Hong Kong, 1968.

The preparation for first job does not change the purpose of education, but is designed to meet the requirements of society where employers need immediate help. As the employer may be too busy to direct him or he may not be qualified to help him, he has to be prepared to tackle this situation competently and confidently. The need of preparation for first job, as well as many other elements of education, varies from country to country. In a more advanced country where companies are well developed and highly specialized, a formally-educated youngster will be absorbed into a company to be trained again for his first job, and need not take responsibility immediately. At that stage, professional education for orientation and further development will be separated from pre-employment educational programs.

6. Determinates of Specialization - Business Structure, and Social Value:

The degree of specialization depends on the prevalent needs of the business and the existing educational process. If there has been too much specialization and training in techniques, then the pendulum will swing towards liberalization of courses. If, on the other hand, education has been too theoretical and broad, then the shift will be towards

practice and specialization. In a developing country where specialists are short, to underemphasize specialized education will seriously hinder the economic development. Even in a developed country the need of specialists is existing.

A survey made by Aubrey Silberston,⁵ lecturer in Economics in Cambridge University, indicates that in countries now in process of industrialization, engineers tend to have better opportunities to go to top management than partisans specially trained in business administration. Only in the United States, an engineer has no chance of reaching the highest position unless he takes steps to master the basic principles of the art of business management, which in the last analysis means man-management.

Dr. Basu, Director of Jamnalal Bajaj Institute of Management Studies in India, said that management development in any society is a process which is closely related to its culture. A business organization is a social unit. All such units start as simple systems where roles are allotted on the basis

⁵ Aubrey Silberston, Education and Training for Industrial Management, London, Management Publications Limited, 1955.

of age, sex or kinship. As the society grows in size and complexity, necessarily the roles change and the criteria for allocation of roles also change. Roles can no longer be allotted on such primitive and inflexible criteria as age or kinship. Expertise, skill and capability become very relevant considerations. Positions which were traditionally given only to an elder have now to be given to people who have the requisite merit. This situation is very popular in Hong Kong as shown in the survey result in the previous chapter. But to what extent has the role system been changed? How quickly and to what extent will it be changed?

In Hong Kong, many Chinese owners are extremely reluctant to delegate responsibility and authority to any who are not members of the family group or to share process, cost or marketing information to an "outsider" who might then leave the firm to join a competitor or to establish his own business in the same product line. Or they are afraid that the "outsider" might become indispensable to the company and thus be in a position to demand an exorbitant salary or an equity position in the firm. They prefer to employ secondary-school graduates with much lower salary to deal with routine work because they do

not perceive themselves as potential members of management. They are not willing to employ university graduates who expect continued advancement in terms of responsibility, authority, status and salary. Actually, this situation exists not only in Hong Kong, but also in many developing countries and even in some advanced countries. When an enterprise is not large enough to divide its management authority into more levels, employing specially trained management personnel seems too costly.

7. The Nature of Modern Management:

Contemporary technical and social change is rapid, and shows no sign of diminishing until a highly sophisticated, largely automated, system of industrial production and control is developed. The management techniques that it is necessary to understand in a competitive economy are increasing both in number and intellectual complexity. No manager can be at the forefront of knowledge in any but a small area of human endeavour. But in his management role he often needs to be aware of the nature and limitation of developments and where to seek accurate factual knowledge which is the basis of his problem-solving skill. This implies that he should possess a broad grasp of the general state

of society, of science and of technology, and of the nature of behavioural inter-relationships between different groups. Further, there are many techniques not yet invented which the manager of today will use tomorrow. Thus specific training for today should always be taken together with education for the future.

We may assume, then, the basic hypothesis of a manager as a problem-solving, decision-making individual whose functional ability resides in the possession and understanding of an objective mental outlook. Acceptance of scientific understanding as the fundamental managerial know-how then brings with it the operational problems of implementation. Actual management performance at a particular intellectual level and status will depend upon communications with an organizational understanding of the industrial group and surrounding society; and any managerial action further requires personal motivation and stimulus in the form of suitable drives and incentives.

Thus, operational management ability embraces the following categories:

1. Conceptual Framework The ability to perceive a role in an enterprise in relation to organizational goals and specific objectives.
2. Environmental Framework The ability to appreciate the impact on the enterprise of political, domestic, and social changes in the surrounding society.
3. Personal Development The capacity to appreciate management task-requirements and accommodate to changed demands.
4. Knowledge Adequate familiarity with knowledge and skill that might be profitably used in a current job.
5. Problem Solving The ability to formulate and solve the problems of the current position.
6. Information Systems The ability to decide information needs and allocate the resources to meet these needs.
7. Leadership The facility to create and purposefully lead diverse functional groups.
8. Communication The ability to engage in the necessary and effective two-way communications that particular positions demand.

In devising a program of management development due account should always be taken of short-term training and long-term education and the integrated

effects of both over a long period of time. Knowledge of contemporary managerial techniques may be immediately profitable to industry or commerce, but at least as important is the inculcation of intellectual problem-solving skills of high relevance to many managerial situations throughout life.

The value of learning that is not reinforced by practice decays rapidly with time. Therefore, in any management development program, due account should be taken of the mental processes involved in both the learning and retention of skills. But there is a limit to managerial attainment which is related to the restricted time available. Any particular skill is improved at the expense of potential development in other skills - so planned learning by individual managers is desirable.

B. The Performance of Educational Institutions in Hong Kong

Long-term Need: Top-level potential management personnel is educated by The Lingnan Institute of Business Administration; Middle-level potential management personnel are provided by The University of Hong Kong, The Chinese University of Hong Kong, and Hong Kong Baptist College (excluding unrecognized colleges).

Short-term Need: Middle-level management personnel and specialists are provided by Hong Kong Technical College. They will be provided later by the polytechnic which will enrol 4,000 full-time students and about 20,000 evening part-time students.⁶

Immediate Need: The Hong Kong Management Association has continuously offered short-term appraisal-type courses to top-level management people of Hong Kong by inviting overseas lecturers to conduct the courses. The Hong Kong Government Training Division provides short-period (3 weeks) full-time training programs for its own top-level administrators to familiarize them with problem-solving and decision-making.

Formal education for the existing middle-level managers is continuously provided by the Extramural Departments of the University of Hong Kong and the Chinese University and by the Hong Kong Management Association through their training courses on various functional areas.

⁶ Wah Kiu Yeh Po, 8th May 1970.

Government Training Division also provides full-time training courses for its own middle level officer managers.

The Hong Kong Productivity Centre provides several training and consultancy service to industrial undertakings, mostly medium and small-sized firms.

Obviously, educational institutions in Hong Kong have tried to utilize every possible method to develop the local management personnel - by higher education, by technical education, by professional education, by diploma courses, by certificate courses, by general courses, and starting from last year by executive development programs in Department of Extra-mural studies of the University of Hong Kong. In-company supervisory training was conducted by the Hong Kong Productivity Centre to meet the urgent need of the industry. The Extra-mural Department of the Chinese University of Hong Kong has offered a series of courses specially for small-business. Anyway, Hong Kong has developed well in management education. What form of education or training is most suitable for the needs of the local society is always found by through trial and error.

Coordination and cooperation between various management education and training bodies has been underway for some time in one form or another, especially between the two universities and the technical college. A further effort has been made by the Hong Kong Management Association to bring together all the relevant bodies for exchanging information and views on management education. This kind of management information conference has been held once a year since February 1967. It has proved to be useful in clarifying problems and needs, and it also helps in the planning of future programs by the management education system as a whole.

C. Some Problems Existing in Formal Educational Institutions

1. Lack of good formal education at middle management level:

In Hong Kong, as well as many other countries, there is strong feeling that Universities and Institutions of higher education have not succeeded in producing the graduates that business ought to have; graduates with not only competence in various functional areas but also qualities and attitudes needed for leadership. This may be caused by the following factors: (1) University graduates majoring in business administration have been few in number, (2) companies do not fully recognize the benefits of the education, (3) shortage of well-qualified

teachers, (4) shortage of teaching facilities. If not by the above problems, then it must be caused by lack of research - of the needs of the business community, or to the method of instruction and teaching material.

The best way to solve this problem is to bring the universities and business representatives together to work out a solution, to continue close communication, so that the universities can provide suitable graduates for the needs of the business community and employers willing to pay an appropriate salary to the fresh graduate as an investment.

2. Lack of well-qualified teachers:

Shortage of well-qualified teachers to teach management subjects is a phenomenon common to almost all countries. Hong Kong is no exception. Although there is a sizeable reservoir of talent in Hong Kong, these talents have to be tapped and trained if their knowledge is to get across to others. Overseas teachers can serve a temporary remedial purpose, but regular teaching services have to be supplied locally.

It is not surprising to suggest that university teachers be trained again. Most university teachers come into teaching without working experience in management. They

do not know the new techniques or current theories or teaching practice. They need to become acquainted with many of the tools of the trade. They need to revise their own discipline so that they can utilize it to teach management as part of an inter-disciplinary team.

Another method to provide more teachers in the field of management is to draw the top students before they enter the business community. Government can sponsor university graduates to go abroad for further training, providing they come back to Hong Kong and work for the educational institution as a management teacher for a certain period. This method can supply Hong Kong continuously the most up-to-date knowledge, techniques, and philosophy from foreign countries.

3. Lack of research facilities for investigation into local problems, including development of local case studies:

The use of local material in cases and teaching notes will greatly increase the acceptability of a program as well as its value. The difference in preparation and participation in discussion is notable. It is fair to say that an inferior local case can be more effective for teaching purposes than a superior imported case. A mixture of cases is, of course, inevitable for a good

many years in any country starting management education.

So far research has been mainly a leisure-time pursuit of a few, apart from certain notable groups. The time has come to collect data, as most companies are willing to provide it.

In order to tap an additional source of manpower to conduct investigations into local problems, the retired or semi-retired businessmen should be asked to participate. This is because most businessmen at the end of their careers are suitable for reviewing case material and make corrections.

Research work can be done by teachers, students, and businessmen alone or together. It does not mean that researchers must be teachers. However, teachers better have certain qualifications. In many American business schools, researchers are separated from teachers.

4. Inaccuracy of Admission Requirements:

At present, any student who has passed the Higher School Certificate examination and passed the matriculation examination can be admitted into the Department of Business Administration in the Chinese University of Hong Kong.

Does the candidate really understand and appreciate what is being taught? Is there any introduction about the departments in the University while the candidate is still in secondary school? Can he be assigned a responsible position in a firm after such training? Would this not strengthen the hands of those who are sceptical and suspicious of management education?

In the survey made by the writer, intelligence and character are two attributes said to be most important by most respondents. That means these two attributes must be taken into serious consideration when selecting the candidates.

It is said that to educate means to change the attitude, the ability, and even the personality of the student. But from an economic point of view, this opinion is wrong. We select students who can remember more, or like to read (the examination result may be closely related to these factors), but why do we not select one who can think flexibly.

5. Insufficient facilities for small businesses:

Small businesses play an important role in Hong Kong's economy, as 92% of them are employing less than

100 workers.⁷ These small firms usually cannot afford to employ highly paid managerial personnel to be in charge of various tasks such as costing, personnel, marketing, production and so on. They do not have the time and capital for thorough research and development which are essential to their growth and survival. Failure rate in small businesses has been high in Hong Kong. Most of the failures were caused by mis-management. Methods for improving managerial skill are fundamental in an attempt to assist these small firms or factories.

The educational courses in Management Association, the two Universities, the Technical Colleges, The training within industry programs by the Labour Department, and the consultancy offered by the Productivity Centre have done much to provide and encourage education and training in management for small businesses.

In the United States, management education of small businesses is conducted by small business administration, which devotes particular attention to helping small firms. Should it be a proper problem for the Universities to study?

⁷ Annual Departmental Report, Labour Department, March 1970.

CONCLUSION

Industrial and commercial activities have enjoyed a steady growth in the past twenty years through the laissez faire policy. Hong Kong businessmen, however, have been facing the challenge of competition introduced by the recent large influx of foreign capital. Reinforcing the ability of administrators in recognition and adaptability to the environment is a necessity for the maintenance of growth.

Many successful businessmen emerged through inheritance, chance or the possession of a special skill. They did not undergo the normal training and do not have a correct overall view of the behavior of the enterprise and its relation to the economy. They are undoubtedly able men. But owing to their lack of insight and experience in general aspects of business, pitfalls are not infrequent and are inevitable.

There is a general lack of acceptance and recognition of the importance of modern management techniques among the average citizens. It is anticipated that timely organized courses not only will raise the level of proficiency of those directly involved, also will stimulate the interest of the public and contribute to the general perception of the importance of the methodology.

The short courses for Hong Kong need not necessarily follow the pattern applied in the United States. The reasons are listed as follows:

- a. Most of the Hong Kong enterprises which require training for their employees are middle or small sized. The course should emphasize principles and techniques geared to the needs of these enterprises.
- b. The content of the courses should be as practical as possible, and should not go astray into theoretical, high sounding concepts. The initial curricula might be focused on (1) business policy, (2) production management, (3) Marketing management, (4) financial administration and (5) personnel administration.

The breadth and depth of the courses depends on the needs and the time period. The duration of each course is preferably limited to a maximum of four weeks.

The Objectives of the course will be

- a. To promote understanding of the business environment and of social responsibility.
- b. To widen the view of the trainees in their consideration of the enterprise as a whole.

- c. To improve the conceptual, analytical and decision-making capabilities.
- d. To improve ability in dealing with the dynamic environment and the future challenge.
- e. To introduce the principles of management and efficient techniques to the functional departments.
- f. To exchange experience through rotation of jobs and discussion.

I propose that the "Harvard Case Study Method" should be used as the method of instruction. It emphasizes the individual's sharpening of his power in contemplation, analysis and decision-making. The trainees will be able to form opinions from their experience, discuss them, and arrive at conclusions. The method would improve the creativity and power in decision-making of the individual, and is far more efficient than the traditional way of teaching, which emphasizes reproduction of principles through memorization.

Another important task will be to seek cooperation of responsible personnel in schools and academic institutions in the preparation of cases suitable for the Hong Kong environment. During the transit period, however, the available cases from foreign institutions might be used.

APPENDIX I

QUESTIONNAIRE

Relationships Between the Work of Managers and Management Education

Your cooperation in completing this questionnaire will be most appreciated. Simply put a check mark against the response which most nearly represents your opinion.

1. What field of management does your present job belong to?

General management.....
Production management.....
Marketing management.....
Personnel management.....
Financial management.....
Research & Development.....
Others:(please specify) .

2. What is your area?

Responsible for strategic decisions of the firm.....
Responsible for departmental decision-making.....
Implementing decisions made by department head..... .

3. How important are the following attributes to the job you do now?

	<u>Very</u> <u>important</u>	<u>Somewhat</u> <u>important</u>	<u>Not very</u> <u>important</u>
Age.....	<u> </u>	<u> </u>	<u> </u>
Character.....	<u> </u>	<u> </u>	<u> </u>
Intelligence.....	<u> </u>	<u> </u>	<u> </u>
Education.....	<u> </u>	<u> </u>	<u> </u>
Working Experience.....	<u> </u>	<u> </u>	<u> </u>
Skills.....	<u> </u>	<u> </u>	<u> </u>
Others:(please specify)			
<u> </u>	<u> </u>	<u> </u>	<u> </u> .

4. How significant are the following with respect to the work you do now?

	<u>Very significant</u>	<u>Rather significant</u>	<u>Not very significant</u>
Engineering & Technology...	_____	_____	_____
Humanities & Sociology.....	_____	_____	_____
Commerce & Economics.....	_____	_____	_____
Law & Politics.....	_____	_____	_____
Accounting & Finance.....	_____	_____	_____
Others:(please specify)	_____	_____	_____
_____	_____	_____	_____.

5. What kinds of talent does your present job require?

	<u>A great deal</u>	<u>Some</u>	<u>Not much</u>
Analytical ability.....	_____	_____	_____
Decision-making ability....	_____	_____	_____
Organizing ability.....	_____	_____	_____
Leadership.....	_____	_____	_____
Creativity.....	_____	_____	_____
Writing capability: English	_____	_____	_____
Chinese	_____	_____	_____
Speaking capability:English	_____	_____	_____
Chinese	_____	_____	_____
Others:(please specify)	_____	_____	_____
_____	_____	_____	_____.

6. a) The highest level of your formal education is _____.

b) If you have attended a post-secondary school or university,
your major is _____, minor is _____.

c) If you have any professional degree or certificate, it is in
Engineering..... Technology.....
Accounting..... Others:(please specify)..._____.

7. Taking everything into consideration, how relevant is your formal education to the work you do now?

Your training is indispensable to what you do now..._____

Although you use your formal training, you could probably get along without it....._____

Your formal training has very little relevance. to the work you do now....._____.

8. By what ways are you developing yourself at present?

	<u>Regularly</u>	<u>Sometimes</u>	<u>Seldom</u>
Discussions with colleagues or friends.....	_____	_____	_____
Reading relevant periodicals.....	_____	_____	_____
Reading relevant books.....	_____	_____	_____
Participating in relevant courses.	_____	_____	_____
Participating in relevant seminars	_____	_____	_____
Attending lectures.....	_____	_____	_____
Others:(please specify)_____	_____	_____	_____.

9. Have you ever attended any of the management courses offered by the following institutions?

Hong Kong Management Association....._____

Hong Kong Productivity Centre....._____

Hong Kong Technical College....._____

The Extra-mural Department of H.K.U....._____

The Extra-mural Department of the C.U.H.K....._____

Others:.._____.

10. If you have never attended any of the management courses offered by the above institutions, what are the main reasons?

You did not know that there were such courses....._____

Your capability is quite enough for the present job.._____

The courses are not suitable for your needs....._____

You have no time to participate in these courses....._____

You have no interest in this method of study....._____

Your company has offered development programs for you_____

Others:_____.

11. What are the policies of your company relating to courses offered by the educational institutions?

	<u>Yes</u>	<u>No</u>
Participants should be selected by their superiors	_____	_____
Courses selected must be relevant to the participants' work.....	_____	_____
The company is responsible for paying the tuition.....	_____	_____
The company considers participation as one requirement for promotion.....	_____	_____
Others: _____		

12. If your company has offered management development programs, then:-

	<u>Yes</u>	<u>No</u>
a) The programs are especially for new comers...	_____	_____
The programs are only for lower levels of mgt	_____	_____
The programs are for all levels of management	_____	_____
b) The way of training is of on-duty training...	_____	_____
Off-duty part-time training.....	_____	_____
Off-duty full-time training.....	_____	_____
c) The training is conducted in Hong Kong and:		
by senior managing officers of the company.	_____	_____
by lecturers of educational institutions...	_____	_____
d) The training is conducted abroad:		
by training division of the company.....	_____	_____
by educational institutions.....	_____	_____

13. In how many of the following ways has your company assisted Hong Kong's institutions of management education? In how many ways might your company be willing to provide such assistance if requested?

	<u>Have al- ready done</u>	<u>Might be will- ing to do</u>
--	--------------------------------	-------------------------------------

Providing scholarships or bursaries.....	_____	_____
Providing opportunities for experience....	_____	_____
Providing data for case studies.....	_____	_____
Sending senior managing officers to give lectures.....	_____	_____
Sending senior managing officers to be consultants of educational institutions.	_____	_____
Others: _____	_____	_____

14. What is the main function of your company?(check one)

Manufacturing.....

Public Utilities.....

Trading & Marketing...

Tourism & Hotel.....

Transportation.....

Government dep't.....

Banking & Insurance...

Others:.....

15. How did you obtain your employment with this company?(check one)

Self-employed.....

Applied directly.....

Through a friend.....

Through a relative.....

Others:.....

16. You have been working in this firm for _____ years. After entering this firm you have been transferred or promoted _____ times.

17. What form of ownship applies to your company?

Sole proprietorship..

Private Limited company..

Partnership.....

Public Limited company... .

18. Most capital of the company came from:-

Chinese sources.....

Foreign sources..... (please name the country)

Both.....

19. Your nationality is _____.

20. Your age is _____.

21. Please make any other comments regarding your views on management education in Hong Kong:-

Thank you very much. End.

APPENDIX II

TABLE 1: CLASSIFICATION OF RESPONDENTS
(by management function by nature of organization)

	<u>GEN.</u> <u>Mgt.</u>	<u>PRO.</u> <u>Mgt.</u>	<u>MAR.</u> <u>Mgt.</u>	<u>PER.</u> <u>Mgt.</u>	<u>FIN.</u> <u>Mgt.</u>	<u>S&P</u>	<u>R&D</u>
Manufacturing	15	7	5	1	8	1	
Trading & Marketing	7		8	1	3	1	
Transportation	3		2				
Banking & Insurance	9			1	5		
Public Utilities	1			1	1		3
Tourism & Hotel				1			
Government dep't	1	1		3	1		
Investment	1				1		
Contracting	1						
Accounting firm	1				1		
Lawyer's Office	1						
Advestising	1				1		
Market Research	1						
Management Consultance	1						
Chamber of Commerce	1						
Vocational Training	1						
Social Welfare	1						
Medical & Nursing	1						
Architictural Services	1						
Total	49	8	15	8	21	2	3

APPENDIX II
TABLE 3: THE RELATIONS BETWEEN THE EDUCATIONAL BACKGROUND
AND THE WORK OF GENERAL AND FUNCTIONAL MANAGERS

Functional Area	Educational Background of The Respondent										No. of Respondents	Opinion of The Respondents		
	Secondary and Post-Secondary Schools	College and University										A*	B*	C*
		Arts	Science	Social Sciences		Professional Degree								
				Econ. Mgt.	Others	Eng.	Acc.	Others						
General Management														
a. Manuf. (Org.)			*		*			*			5	2	3	
								*			2		2	
				*				*			1	1		
		*									1		1	
					*				*		2	2		
					*	*					1		1	
	*								*		3	1	2	
									*		1	1		
b. Marketing								*			2	1	1	
					*			*			1		1	
	*										1		1	
								*	*		1		1	
									*		1		1	
			*					*			1	1		
c. Transportation											1	1	2	
d. Banking	*										1			
	*				*	*					1		1	
					*						2	2		
					*		*				1	1		
					*				*		2	1	1	
		*			*						1		1	
					*						1		1	
e. Public Utility					*			*			1	1		
f. Gov't								*			1	1		
g. Indust. Finance									*		1	1		
h. Contractor								*			1	1		
i. Acc.			*		*	*					1		1	
j. Lawyer		*								*	1	1		
k. Advertising		*									1		1	
l. M. R.			*								1	1		
m. Mgt. Consultance				*		*					1	1		
n. Chamber of Comm.				*	*						1		1	
o. Vocation Training		*							*		1	1		
p. Social Welfare									*		1		1	
q. Medical & Nursing									*		1	1		
r. Architectural Services								*			1	1		

*A = Indispensable;

B = Helpful;

C = Very Little Relevant.

APPENDIX II

TABLE 2: ATTRIBUTES, ABILITIES, AND KNOWLEDGE NEEDED BY OR RELATED TO GENERAL AND FUNCTIONAL MANAGERMENTS

Attributes Relevant:	General Management			Production Management			Marketing Management			Personnel Management			Financial Management			Supply & Purchasing			Research & Development		
	A*	B*	C*	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
Age.....	4	15	30	0	6	2	1	8	6	0	6	2	4	9	8	0	1	1	0	2	1
Character.....	31	16	2	5	3	0	9	6	0	5	2	1	13	7	1	2	0	0	0	2	1
Intelligence.....	37	10	2	6	2	0	12	3	0	4	4	0	19	2	0	1	1	0	2	1	0
Education.....	22	21	6	4	3	1	3	12	0	4	4	0	12	7	2	0	2	0	2	1	0
Working Experience.....	36	11	2	6	2	0	10	3	2	8	0	0	17	4	0	1	0	1	1	1	1
Skills.....	16	16	17	3	3	2	3	8	4	3	1	4	11	7	3	0	2	0	0	2	1
Abilities Needed:																					
Analytical ability.....	34	11	4	5	3	0	10	4	1	6	2	0	18	3	0	1	1	0	1	2	0
Decision-making ability.....	44	5	0	5	3	0	11	4	0	6	2	0	16	5	0	2	0	0	1	0	2
Organizing ability.....	36	10	3	6	2	0	8	7	0	7	0	1	16	2	3	1	1	0	0	2	1
Leadership.....	33	12	4	8	0	0	8	6	1	6	2	0	14	6	1	1	1	0	1	0	2
Creativity.....	26	14	9	4	4	0	5	8	1	6	1	1	11	7	3	0	1	1	1	1	1
Writing Capability: English.....	33	14	2	6	0	2	9	6	0	5	3	0	16	5	0	2	0	0	2	1	0
Chinese.....	8	17	24	3	3	2	3	6	6	1	4	3	4	6	11	1	0	1	0	1	2
Speaking Capability: English.....	32	11	6	6	1	1	11	4	0	4	4	0	15	6	0	1	1	0	1	2	0
Chinese.....	21	13	15	3	3	2	5	6	4	3	2	3	10	3	8	1	0	1	0	1	2
Knowledge Needed:																					
Engineering & Technology.....	18	8	23	7	1	0	1	6	9	0	1	7	3	5	13	0	1	1	0	1	2
Humanities & Sociology.....	16	18	15	4	4	0	2	10	4	6	2	0	4	7	10	0	1	1	0	1	2
Commerce & Economics.....	29	12	8	2	6	0	11	5	0	1	4	3	13	7	1	1	1	0	1	2	0
Law & Politics.....	11	15	23	0	5	3	0	6	10	1	5	2	6	11	4	0	1	1	0	1	2
Accounting & Finance.....	18	21	10	1	6	1	5	6	5	0	4	4	17	4	0	1	1	0	1	1	1
Total Number of Respondents	49			8			15			8			21			2			3		

* A = Very Significant, Very Important, or Highly Related to The Work;

B = Somewhat.....;

C = Not Very.....

APPENDIX II

TABLE 4: REASONS WHY MANAGERS DO NOT ATTEND COURSES PROVIDED BY EDUCATIONAL INSTITUTIONS

	No. of Respondents
Do not know that there are such courses.....	0
Capability is good enough for present job.....	4
Courses are not suitable to him.....	12
Do not have time to participate course.....	15
Do not have interest in the way of study.....	1
The company has programs for him already.....	2
	34

TABLE 5: WAYS OF LEARNING APPLIED BY MANAGERS

	Regularly	Sometimes	Seldom
Discussing with			
Colleagues and friends.....	69	27	10
Reading relevant periodicals.....	74	27	5
Reading relevant books.....	44	46	16
Participating in relevant seminars.	12	54	45
Attending lectures.....	17	48	46
Participating in relevant courses..	12	59	35
No. of Respondents:	106		

APPENDIX II

TABLE 6: THE POLICY OF COMPANIES IN HONG KONG TOWARDS
THE COURSES OFFERED BY EDUCATIONAL INSTITUTIONS

<u>Answers *</u>	<u>Chinese Firm</u>	<u>U.S. Firm</u>	<u>U.K. Firm</u>
1	1		
2	6		
3			1
1+2	1		
1+3	1		
2+3	4	6	1
1+2+3	11	6	2
2+3+4		1	
1+2+3+4	3	2	1
Total No. of Respondents	27	15	5

- * 1 = Participants should be selected by their superior.
 2 = Courses selected must be relevant to the participant's work.
 3 = The company is responsible for paying the tuition fee.
 4 = The company considers participation as one requirements requirements for promotion.

APPENDIX II

TABLE:7: THE ASSISTANCE ALREADY PROVIDED AND LIKELY TO BE PROVIDED BY COMPANIES TOWARDS EDUCATIONAL INSTITUTIONS

	Have already done	Might be willing to do
Providing scholarship or bursaries...	18	11
Providing opportunities for practice.	34	12
Providing datas for case studies.....	11	21
Sending senior management personnel to give lectures.....	33	10
Sending senior management persnnnel to be advicer or consultant of educational institutions.....	13	17

APPENDIX III

THE LINGNAN INSTITUTE OF BUSINESS ADMINISTRATION COURSES OFFERED IN THE ACADEMIC YEARS 1966-1971

Name of Course	1966	1967	1968	1969	1970	1971	1972
Managerial Economics	*	*	*	*	*	*	
Managerial Accounting	*	*		*			*
Business Law						*	
Applied Statistics and Probability	*	*	*	*	*		*
Research Methods		*	*				
Management and Computer			*			*	
Systems Analysis I						*	*
Management Decision Analysis					*		
Operations Research					*		
Management of International Operations				*	*	*	
Marketing Management		*		*	*	*	
Marketing Research				*		*	*
Financial Adm.			*		*	*	
Corporation Finance and Economic Analysis						*	
Production Management				*		*	*
Personnel Management							*
Economic Geography		*	*				
Seminar in Economic Development		*		*			
Seminar in Organizational Behaviour			*				
Seminar in Business and Society						*	
Seminar in Management		*					
Seminar in Business Policy			*		*		*
Master's Thesis		*	*	*	*	*	*

SOURCE: The Lingnan Institute of Business Administration.

APPENDIX IV

THE CHINESE UNIVERSITY OF HONG KONG PROPOSED PROGRAMME IN BUSINESS ADMINISTRATION

I. Types of courses and unit Distribution

1. Core Courses:

A. Core courses for 1st & 2nd year students:	<u>Course units</u>	<u>Term/Year course</u>
Mathematics for Business Administration Students	6	Year
International Trade	3	Term
Business Law	4	Year
Accounting I	6	Year
Business Statistics I	4	Year
Principles of Busi. Org. & Mgt. or Business Management Economics	6	Year
Minimum total	29 units	

B. Core courses for 3rd & 4th year students	<u>Course units</u>	<u>Term/Year course</u>
Business Statistics II	3	Term
Introduction to Operations Res.	3	Term
Financial Accounting II	4	Term
Business Finance Management	4	Year
Marketing	3	Term
Production Management	3	Term
Minimum total	20 units	

2. Concentration Courses in:

	<u>Course units</u>	<u>Term/Year course</u>
A. Accounting	18 or	
B. Finance	18 or	
C. Marketing	18 or	
D. Production	18 or	
Minimum total	18 units*	

*A student is required to take a minimum of 18 course units from any one of the above four fields of concentration. For details of the courses offered in concentration areas, please see section IV.

3. Courses in Other Disciplines:

	<u>Course units</u>	<u>Term/Year course</u>
Principles of Economics (Required)	6	Year
Money & Banking (Required)	6	Year
*Electives	21	
Minimum total	33 units	

*Elective courses taken from other disciplines such as Economics, Sociology, Geography, English, C Chemistry, ect.

APPENDIX IV(Cont'd)

THE CHINESE UNIVERSITY OF HONG KONG PROPOSED PROGRAMME IN BUSINESS ADMINISTRATION

II. Courses Offered in Concentration Areas

1. Accounting:

	<u>Course units</u>	<u>Term/Year course</u>
Cost Accounting	3	Term
Cost Analysis	3	Term
Advanced Accounting	3	Term
Auditing	6	Year
Tax Accounting	6	Year
Total	21 units	

2. Finance:

	<u>Course units</u>	<u>Term/Year course</u>
Bank Management	6	Year
Investment Analysis and Management	4	Year
Problems in International Trade	3	Term
International Finance	3	Term
Financial Analysis	3	Term
Total	19 units	

3. Marketing:

	<u>Course units</u>	<u>Term/Year course</u>
Managerial Economics	3	Term
Consumer Behaviour	3	Term
Transportation	3	Term
Marketing Research	4	Year
International Marketing I	3	Term
International Marketing II	3	Term
Decision Making Structure in Marketing	3	Term
Marketing	3	Term
Management Science in Marketing	3	Term
Total	25 units	

4. Production:

	<u>Course Units</u>	<u>Term/Year course</u>
Plant Layout & Material Handling	3	Term
Industrial Purchasing	3	Term
Production Planning & Control	3	Term
Quality Control	3	Term
Method Study	3	Term
Work Measurement	3	Term
Industrial Relations	3	Term
Personnel Management	3	Term
Total	24 units	

SOURCE: Board of Studies in Business Administration, C.U.H.K.

APPENDIX V

Examination Schemes for 1972 Degree Examination

1. A candidate sitting for Degree Examination in Business Administration must take three 3-hour papers required for all Business Administration majors irrespective of their areas of concentration, two or three 3-hour papers in his selected area of concentration, and two 3-hour papers in one or two disciplines other than Business Administration.
2. A candidate offering Business Administration as a minor subject may take two out of the three 3-hour papers required for all Business Administration majors or one of the three 3-hour required papers and one 3-hour paper in any one area of concentration.
3. A candidate taking a Degree Examination in Business Administration may select two or three of the following required papers for Part I Degree Examination in 1972:

<u>Paper Title</u>	<u>Course Coverage</u>
Paper BA-1 Marketing & Production	Marketing Production Management
Paper BA-2 Financial Accounting & Business Finance Management	Financial Accounting II Business Finance Management
Paper BA-3 Quantitative Analysis	Business Statistics II Introduction to Operations Research

4. A candidate sitting for Degree Examination in Business Administration must select two or three 3-hour papers from the papers offered in any one of the following areas of concentration:

(1) Concentration in Accounting:

<u>Paper Title</u>	<u>Course Coverage</u>
Paper A-1 Cost Accounting & Cost Analysis	Cost Accounting Cost Analysis

APPENDIX V (Con't)

<u>Paper Title</u>	<u>Course Coverage</u>
Paper A-2 Advanced Accounting & Financial Analysis	Advanced Accounting Financial Analysis
Paper A-3 Auditing	Auditing
Paper A-4 Tax Accounting	Tax Accounting
(2) Concentration in Finance:	
<u>Paper Title</u>	<u>Course Coverage</u>
Paper F-1 International Trade & Finance	Problems in Interna- tional Trade International Finance
Paper F-2 Investment and Financial Analysis	Investment Analysis and Management Financial Analysis
Paper F-3 Bank Management	Bank Management
(3) Concentration in Marketing:	
<u>Paper Title</u>	<u>Course Coverage</u>
Paper M-1 Marketing Research	Marketing Research
Paper M-2 International Marketing	International Market- ing I International Market- ing II
Paper M-3 Marketing Management	Decision Making Struc- ture in Marketing Management Science in Marketing
(4) Concentration in Prod	
(4) Concentration in Production:	
<u>Paper Title</u>	<u>Course Coverage</u>
Paper P-1 Production Planning & Quality Control	Production Planning & Control Quality Control
Paper P-2 Work Study	Method Study Work Measurement
Paper P-3 Industrial Relations & Personnel Management	Industrial Relations Personnel Management
Paper P-4 Plant Layout & Industrial Purchasing	Plant Layout Industrial Purchasing

APPENDIX VI

Table 1 : Distribution of Graduates in Occupational Fields of The Chinese University of Hong Kong

Occupational Fields	1967	1968*	1969	1970	No. of 1970
Teaching (including Gov't Schools)	n.a.	49%	44.8%	40.1%	159
Civil Service (including Social Welfare Service)	n.a.	13%	11.1%	10 %	39
Commerce & Industry	n.a.	13%	17.6%	16.1%	66
Further Studies	n.a.	17%	24.4%	18.8%	75
Others (including unemployment & unknown)	n.a.	8%	2.1%	15 %	60
Total:		100%	100 %	100 %	399

* From 16 July 1968 to 31 Jan. 1969.

SOURCE: The Appointment Service of The Chinese University of H.K.

Table 2 : Distribution of Graduates in Occupational Fields of The University of Hong Kong

Occupational Fields	1967	1968#	1969#	No. of 1969
Teaching (including Gov't Schools)	42.7%	41 %	31.8%	83
Civil Service (including Social Welfare Service)	15 %	14 %	17.5%	55
Commerce & Industry	20.8%	24.5%	33.9%	89
Further Studies	19.8%	19.5%	16.8%	44
Others (including unemployment & unknown)	11.7%	1 %	0 %	0
Total:	100 %	100 %	100 %	261

Including Registered and non-registered graduates.

SOURCE: The Vice Chancellor's Report of The University of Hong Kong.

APPENDIX VI

TABLE 3: THE CHINESE UNIVERSITY OF HONG KONG
First Appointment of 1971 Bachelors

Department	Teaching	Civil Service	Comm.& Indust.	Further Studies	Others
Biology	20			6	
Business Admini.	9		50	7	6
Chemistry	26		2	9	
Chinese Language & Literature	40	2	1	16	2
Economics	3		12	7	2
English Language & Literature	17	1	1	6	
Fine Arts	8				1
Geography	16	3	2		
History	26	2	1	13	
Journalism	2	1	4	2	2
Mathematics	15			6	
Music	2			1	
Philosophy	3			1	2
Physics	25	1	2	5	1
Social Work		27			
Sociology	26	10	9	4	5
Total	228	47	84	83	21
Percentage	49.3%	10.2%	18.2%	17.9%	4.4%

SOURCE: Department of Appointment Service, The Chinese University of Hong Kong.

APPENDIX VII

THE UNIVERSITY OF HONG KONG DEPARTMENT OF ECONOMICS COMBINATION OF PAPERS ALLOWED FOR THE FINAL EXAMINATION

Name of Paper	Combination of Papers				
	A	B	C [#]	D ⁺	E ⁺
Economics:					
1.1 Introduction to Exonomics					
1.2 Quantitative Methods in Economics					
2.1 Microeconomic Theory		*		*	
2.2 Development of Economic Analysis	*		(2)	*	
2.3 Public Finance, Money and Banking	*	*	2		
2.4 Economic Development of Europe and America	*		(2)		
3.1 Macroeconomic Theory	*	*		*	
3.2 Economic Growth	(3)	(1)	(2)		
3.3 International Economics	3	1	2		
3.4 Economic Development of China and Japan	3		(2)		
3.5 Mathematical Economics and Econometrics	(3)	(1)		*	
Accounting and Business Administration:					
1.3 Introduction to Business Administration and Accounting					
Principles of Management Accounting					
2.5 Business Management		*		*	
Financial Management					
Production Management					
Marketing Management					
Problems of Hong Kong Industries					
2.6 Accounting I		*		*	
3.6 Accounting II		*		*	
3.7 Accounting III		*		*	

* Represents compulsory papers.

1,2,3, represent No. of papers to be selected from the bracket.

Other four papers of Combination C can be selected from sociology or psychology or geography or political science.

+ Other four papers of Combination D & E should be selected from statistics.

SOURCE: The University of Hong Kong, CCalendar 1970-71.

APPENDIX VIII

PROPOSED COURSE SCHEDULE DEPARTMENT OF BUSINESS ADMINISTRATION Bus. Adm., Principal.....62 units

		1st Semester Credit hours	2nd Semester Credit hours	Total units
First YEAR				
Hist	History of Religion.....	2(	2	4
Chi	First Year Chinese.....	3	3	6
Engl	First Year English.....	3(4)	3(4)	6
Hist	Survey of Chinese Cultural..			
	History.....	2	2	4
Econ	Principles of Economics.....	3	3	6
Acct	Elementary Accounting.....	3(4)	3(4)	6
Bus	Business Mathematics.....	2	2	4
Lib. Sc.	Library Orientation.....	1	-	1
Cultural				
Elective	.....	1	1	2
		20	19	39
SECOND YEAR				
Rel	New Testament.....	2	2	4
Engl	Second Year English.....	3	3	6
Bus	Business Organization &			
	Operation.....	3	3	6
Acct	Intermediate Accounting.....	3(4)	3(4)	6
Bus	Elementary Typewriting.....	-	-	-
Econ	Money & Banking.....	3	3	6
Electives	.....	3	3	6
		17	17	34
THIRD YEAR				
Rel	Old Testament.....	2	2	4
Engl	Third Year English.....	2(3)	2(3)	4
Bus	Business Machines.....	-	1(2)	1
Bus	Business Law.....	3	3	6
Bus	Corporation Finance.....	3	3	6
Bus	Marketing.....	3	3	6
Bus	Business Statistics.....	3	3	6
Electives	.....	3	3	3
		19	20	39
FOURTH YEAR				
Phil	Philosophy of Religion.....	2	4	2
Phil	Social Ethics.....	-	2	2
Bus	Personnel Administration....	3	-	3
Bus	Industrial Relations.....	-	-	3
Bus	International Trade.....	3	-	3
Bus	Foreign Exchange.....	-	3	3
Bus	Management and Organization.	3	3	6
Sec	Business Communication.....	3	3	6
Electives	.....	3	3	6
		17	17	34
Total units.....		146		

SOURCE: The Baptist College Catalogue, 1968-70.

APPENDIX VIII(Cont'd)

PROPOSED COURSE SCHEDULE

DEPARTMENT OF ACCOUNTING

Accounting, Principal.....62 units

		1st Semester Credit hours	2nd Semester Credit hours	Total units
FIRST YEAR				
Hist	*History of Religion.....	2	2	4
Ghi	*First Year Chinese.....	3	3	6
Engl	*First Year English.....	3(4)	3(4)	6
Hist	*Survey of Chinese Cultural History.....	2	2	4
Econ	*Principles of Economics....	3	3	6
Acct	*Elementary Accounting.....	3(4)	3(4)	6
Lib Sc	*Library Orientation.....	1	-	1
Cultural				
Elective.....		1	1	2
		18	17	35
SECOND YEAR				
Rel	*New Testament.....	2	2	4
Engl	*Second Year English.....	3	3	6
Bus	*Business Organization & Operation.....	3	3	6
Acct	*Intermediate Accounting....	3(4)	3(4)	6
Bus	*Elementary Typewriting.....	-	-	-
Econ	*Money & Banking.....	3	3	6
Electives.....		3	3	6
		17	17	34
THIRD YEAR				
Rel	*Old Testament.....	2	2	4
Acct	Advanced Accounting.....	3(4)	3(4)	6
Bus	*Business Machines.....	1(2)	-	1
Bus	*Business Law.....	3	3	6
Bus	*Corporation Finance.....	3	3	6
Bus	*Marketing.....	3	3	6
Bus	*Business Statistics.....	3	3	4
		18	17	35
FOURTH YEAR				
Phil	*Philosophy of Religion.....	2	-	2
Phil	*Social Ethics.....	-	2	2
Acct	Auditing.....	2	2	4
Acct	Cost Accounting...1.....	3(4)	3(4)	6
Bus	*Personnel Administration...	3	-	3
Bus	*Industrial Relations.....	-	3	3
Bus	*International Trade.....	3	-	3
Bus	*Foreign Exchange.....	-	3	3
Sec	*Business Communication.....3	3	3	6
Electives.....		3	3	6
		19	19	38

Total units.....142

* stands for course which is also provided by the Department of Business Administration.

SOURCE: The Baptist College Catalogue, 1968-70.

APPENDIX IX

TABLE 1: THE CHINESE UNIVERSITY OF HONG KONG
DEPARTMENT OF EXTRA-MURAL STUDIES
General Courses

Areas of Courses	1969-70	1970-71
General Management.....	2	1
Production Management.....	4	4
Marketing Management.....	3	6
Accounting & Finance.....	12	10
Banking & Insurance.....	4	6
Personnel Management.....	2	1
Office Management.....	0	1
Smaller Business Mgnagement.....	0	4
Statistics.....	5	5
Electronic Data Processing.....	2	10
Law.....	6	6
Shipping.....	0	5
Economics.....	5	6
Special Techniques.....	4	2
Others.....	3	3
Total	52	70

SOURCE: Department of Extra-mural Studies, The Chinese of Hong Kong, Information Brochurs, 1969-71.

APPENDIX IX

TABLE 2: THE UNIVERSITY OF HONG KONG
DEPARTMENT OF EXTRA-MURAL STUDIES

General Courses

Areas of Course	1969-70	1970-71
General Management.....	1	1
Production Management.....	1	2
Marketing Management.....	1	1
Accounting & Finance.....	7	8
Banking & Insurance.....	2	2
Personnel Management.....	2	1
Office Management.....	0	0
Smaller Business Management.....	0	0
Statistics.....	1	2
Electronic Data Processing.....	0	0
Law.....	5	4
Shipping.....	0	0
Economics.....	2	3
Special Techniques.....	0	0
Others.....	3	2
Total	25	26

SOURCE: Department of Extra-mural Studies, The University of Hong Kong. Information Brochurs, 1969-71.

APPENDIX IX

TABLE 3: HONG KONG MANAGEMENT ASSOCIATION

Courses by local Experts

Sphere of Management	1962	1963	1964	1965	1966	1967	1968	1969	1970
Marketing	1	0	2	0	2	7	7	6	99
Office	1	3	2	6	7	4	6	13	14
Personnel	1	2	2	5	4	12	17	11	15
Production	2	2	2	7	7	5	4	6	18
Finance	0	2	0	0	3	4	6	8	10
Smaller Business	0	1	1	2	7	3	6	8	11
Supply	0	1	0	2	5	5	8	7	9
Insurance	0	0	0	3	2	1	4	4	4
General M.	0	0	0	0	1	1	5	3	4
Electronic Data Processing	0	0	0	0	0	5	6	13	9
Total	5	11	9	25	38	47	69	79	103

SOURCE: Hong Kong Management Association, Annual Report, 1962-1970.

APPENDIX IX

TABLE 4: THE HONG KONG PRODUCTIVITY COUNCIL

Training Courses

Areas of Training	1968-69	1969-70	1970-71
Production Management Techniques	9	12	11
Finance Management	1	6	8
Personnel Management	1	5	1
Material Management	1	2	6
Marketing Management	1	2	4
Supervisory Training	3	1	6
Training for Industrial I Instructors	2	1	1
General Management	1	0	1
Vertical - Process Engineering Programmes	0	4	18
E.D.P. Programmes	0	0	9
Total	19	33	65

SOURCES: The Hong Kong Productivity Council, Annual Report, 1968-71.

APPENDIX IX

TABLE 5: GENERAL ADMINISTRATIVE TRAINING

Type of Course	Duration (Days)	Aggregate Courses	Number Trainees
GENERAL GRADES			
Executive Officers Basic Training Part I.....	12	19	266
E.O. Basic Training Part II.....	17	6	205
E.O. Accounting.....	5	7	87
E.O. Establishment.....	1	13	195
E.O. Supervision.....	5	9	121
Administrative Officers Basic Training Part I.....	25	1	6
Personal Secretaries, Confidential Assistants & S/A Typist Induction.....	2	37	502
Short Course for Personal Secretaries, Cl. I.....	2	4	37
G.C.S. Induction.....	2	152	2,947
G.C.S. Supervisory Development Course	10	12	175
G.C.S. Accounting.....	4	10	139
Senior Typist Training.....	4	2	20
Typist Training.....	5	55	644
Clerical Asst. Induction.....	2	11	355
		<u>338</u>	<u>5,699</u>
DEPARTMENTAL GRADES			
Staff Course 'A'.....	7	2	48
Administrative Development Part I.....	10-15	6	133
Administrative Development Part II.....	11	1	30
Methods of Instruction.....	8-10	19	307
Professional Officers Induction...	1	33	1,003
Occasional Speakers.....	3	2	37
Administrative & Supervisory Management Courses for Departmental Grades (full-time courses),.....	5-15	9	121
Total		<u>72</u>	<u>1,679</u>
Grand Total		<u>410</u>	<u>7,378</u>

APPENDIX X

TABLE 1: CHINESE UNIVERSITY EXTRAMURAL STUDIES
Course Content of the Certificate Courses

	<u>aHours</u>
(1) Certificate in Personnel Management	
Business Organization and Administration	30
Personnel Management	30
Statistics	22
Vocational Psychology	20
Job Analysis and Manpower Planning	20
Labour Legislation	20
Wages & Salaries Administration	20
Ergonomics	22
Personnel Management in Various Industries	26
Case Study	30
Total:	<u>240</u>
(2) Certificate in Hotel Operation	
Tourism	12
Speaking English	12
Living English	24
Hotel Operation	12
Front Office Procedure	12
Introduction to Food Beverage	24
Accounting Principles	48
Sales	12
Hotel Maintenance	12
Personnel Management	12
Food Purchasing	12
Hotel Accounting	48
Food & Beverage Control	12
Public Relation & Publicity	12
Food and Beverage Sanitation	24
Total:	<u>288</u>

SOURCE: Department of Extramural Studies, the Chinese University of Hong Kong.

APPENDIX X

TABLE 2:

UNIVERSITY OF HONG KONG

THE DEPARTMENT OF EXTRA-MURAL STUDIES

Courses of Diploma in Management Studies

First Year

Economics I
Statistics
Finance and Accounting
Industrial Engineering I
Organisational Behaviour
Marketing I
Data Processing
Organisation and Methods
Communication
Residence

Second Year

Economics II
Financial Management
Industrial Engineering II
Marketing II
Computer Applications in Business
Personnel Administration
Industrial Relations
Management: Theory and Problems
Projects
Residence

SOURCE: Information Burchur of the concerning course.

APPENDIX X

TABLE 3:

UNIVERSITY OF HONG KONG

THE DEPARTMENT OF EXTRA MURAL STUDIES

Certificate Courses

	<u>Personnel Mgt.</u>	<u>Hospital Mgt.</u>	<u>Social Welfare Adm.</u>
Economics	*	*	*
Human and Organisation Behaviour	*	*	*
Social Policy	*	*	*
Legislation	*	*	*
Basic Management	*	*	*
Personnel Administration	*	*	*
Financial Administration	*	*	*
Survey Methods	*	*	*
Recruitment, training and development	*		
Salary and wage administration	*		
Industrial relations and trade unionism	*		
Labour Legislation	*		
Employee's servicing	*		
Personnel office	*		
Principles of Hospital Adm.		*	
Legal aspects of Hospital Adm.		*	
Planning in hospitals		*	
Supplies		*	
Social welfare policy			*
Recruitment and utilization of resources			*
Supervision and programme evaluation			*
Leadership techniques			*
Committee work and public relations			*

SOURCE: Information Brochures of the concerning Certificate Courses.

APPENDIX XI

FORMAL EDUCATIONAL INSTITUTIONS WITH MANAGEMENT PROGRAMS IN HONG KONG

Name of Institute	Year of Establishment	Students of B.A.	
		Day	Students
Lingnam Institute of Business Adm., Graduate School, C.U.H.K.	1966	50	-
The Chinese University of Hong Kong	1964	280	-
University of Hong Kong	1911	100	-
Baptist College, H.K.	1965	500	-
Chu Hoi College, H.K.	1949	600	300
Hong Kong College, H.K.	1950	20	40
Shui Wan College, H.K.	1971	50	40
Buddhist College, H.K.	1969	30	50
Ching Wah College, H.K.	1963	40	-
Great Union College, H.K.	1950	-	200
Tak Ming College, H.K.	1961	-	50
Wah Kui College, H.K.	1938	-	50
Kwong Tai College, H.K.	1950	n.a.	n.a.
Far East College, H.K.	n.a.	n.a.	n.a.
Wah Lun College, H.K.	n.a.	n.a.	n.a.
Total No. of Students		1,670	730

SOURCE: Collected from Staff of Student studying in the relevant College.

APPENDIX XII

TABLE 1: DISTRIBUTION BY INDUSTRY OF THE OCCUPIED POPULATION OF HONG KONG (By percentage)

	<u>1931</u>	<u>1961</u>	<u>1966</u>	<u>1970</u>
Agriculture and Fishery	14.0	7.0	7.0	5.2
Manufacturing	19.0	43.0	40.0	39.5
Commerce	21.0	11.0	11.0	16.4
Communication	15.0	7.0	7.0	6.9
Construction	4.5	5.0	8.4	6.2
Services*			22.3	24.1
Public Utilities*			1.6	1.0
Others	<u>26.5</u>	<u>27.0</u>	<u>3.7</u>	<u>1.6</u>
	100.0	100.0	100.0	100.0

SOURCE:: Hong Kong Government 1931 and 1961 Census Reports,
and 1966 and 1970 Annual Reports

* These two items were included in the item of 'Others' in 1931 and 1961 Census Reports.

TABLE 2: ANALYSIS OF COMPANIES REGISTERED IN HONG KONG, AS AT MARCH, 1951-1970.

<u>Year</u>	<u>Number of Companies Incorporated in Hong Kong</u>	<u>Number of Foreign Corporations Established A place of Business Within Hong Kong</u>
1951	2,373	22
1955	2,803	353
1960	3,732	402
1965	8,638	547
1970	15,848	655

SOURCE: Annual Departmental Reports, Registrar General, for the years indicated.

APPENDIX XII (con't)

TABLE 3: SUMMARY OF HONG KONG'S FOREIGN TRADE, 1950-69

<u>Year</u>	<u>Imports</u>	<u>Domestic Exports</u>	<u>Re-Exports</u>	<u>Visible Trade Balance</u>
1960	HK\$ 6,162	HK\$ 3,006	HK\$1,122	-HK\$2,034
1961	6,270	3,084	1,038	- 2,148
1962	6,960	3,480	1,122	- 2,358
1963	7,800	4,026	1,218	- 2,556
1964	9,000	4,650	1,422	- 2,928
1965	9,420	5,274	1,578	- 2,568
1966	10,620	6,012	1,926	- 2,682
1967	11,040	7,032	2,190	- 1,818
1968	12,360	8,340	2,124	- 1,896
1969	14,760	10,440	2,646	- 1,674
1970	17,913	12,347	2,871	- 2,675

SOURCE: Hong Kong Government, Annual Reports for the years indicated. Trade statistics are given in the Appendix of each report.

TABLE 4: NUMBER OF REGISTERED INDUSTRIAL UNDERTAKINGS AND EMPLOYEES IN THESE UNDERTAKINGS, AS AT MARCH 1950-1970

<u>Year</u>	<u>No. of Registered Industrial Undertakings</u>	<u>No. of Employees in Registered Industrial Undertakings</u>
1950	1,520	89,500
1955	2,560	118,600
1960	5,130	229,000
1965	8,490	357,000
1970	15,285	568,800

SOURCE: Hong Kong Government, Annual Report for the year indicated.

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目前中文大学和香港大学均有校外课程部。提供各学系之有关课程供校外人士攻读。工商管理课程为最主要之一部，包括经济、商业法律及管理之基本概念和理论课程，唯专业课程则不及上述三间训练机构，不过校外课程部另设有文凭课程班，中大之人事管理文凭课程及酒店管理文凭课程不单专业化，且为有系统之训练课程，较前述三机构之课程毫无逊色，港大之管理普及文凭课程包括人事管理、医院管理、社会工作管理及房屋管理等课程已越出了工商界之范围。同为以管理为出发点的课程，香港工业专科学校之商科研究部设有会计课及秘书

通过畢業考試才能畢業。故學生都有相當水準，

中文大學大學部沒有工商管理系。其課程分為共同課程及專修課程，共同課程令這一般工商管理的基本知識

便學生對管理內各種類型有基本的認識，專修課程頗多

意義。是供學生深入研究的學科，目前中大的專修課程之

為會計學，財務管理，銷售管理和生產管理四門，未來將

改組為工商管理院學，其專修課程勢力增加與改良，

香港大學是香港最古老之學府，成立於一九一一年

是目前香港唯一未有工商管理系之專上學院，其所提供

的管理課程包括在經濟系課程內，離畢業教育的標準尚遠

有专门学院才有训练。目前提供管理课程的公立和私立
专门学院有十五六所之多，但政府主办的只有一间。本
港中文大学、香港大学和工业专门学院，

中文大学的管理课程分为三部，商业商科研究所提供
了二年制的工商管理硕士课程，是目前香港最高级的职
前管理教育机构。其课程包括管理的各方面：企业政策
人力资源管理、生产管理、销售管理、财务管理、管理经济

学及高级统计等。其宗旨是培养学生独立管理能力故教
学方式以个案为主。学生除读各科均及格外还要写一篇
有关本港实际情况的调查研究论文。又要于第二年末

課程，工商管理及商業管理課程為一年制。晚間課程學員必須具有中學畢業資格，並獲僑主推薦方可申請入學。

除了政府主辦之院校，私立專上學院亦有工商管理課程。名計有浸會書院、嶺南書院、珠海書院、華僑書院、樹仁書院、聯大書院、清華書院、東江書院、德明書院、廣文書院、華聯書院、博毅書院、和合書院等。研讀學生超過三千人以上。

頁
七

綜觀上述各類型之教育課程，可知管理教育在本港並不普及，只是水準參差不齊，各校間更未有充分聯繫合作。課程也未有標準化。優良師資尚感缺乏，正如本

首先倡導管理教育普及化的團體是香港青年商會。該會於一九五〇年代末期舉辦了一系列短期修讀課程。數語了哈得大學商業研究院教授主持，喚起了企業界對管理教育的高度重視。相繼有不少社團也舉辦了同類的講座和研究会，並有人主張成立一永久性管理訓練機構。

一九六〇年中，香港科學管理協會成立，為政職管理人員提供了經常性的進修課程。課程數目逐年增加，一九六二年共有五科，一九六六年增至三十八科，一九七〇年更增至一百零三科，課程數目以加速度方式增加。目前該會的課程包括生產管理、銷售管理、財務管理、人事管

理、庶務管理、辦公室管理、保險管理、綜合管理、和小型工業管理等。為便利在職人員參加進修，課程多安排在晚上開學，為便進修效果事半功倍。該會各課程均視需要而應用各種教學方式——講授、討論、個案研究、電影示範、角色扮演、上崗坊、該會除經常邀請本地名學者及工商界知名人士主持課程外，並間中邀請海外專家來港作專題演講或主持特殊技術訓練，同時也派員參加海外管理會議或特別課程，目前是本港重要的管理訓練機構。

第二個正式成立的管管理訓練機構是政府訓練部。該部成立於一九六一年四月，為公務員提供了各種基本和進修

机会。並联络和安排公務员到海外训练中心或学府接受深造是提升公務员的能力和效率的主要训练场所，

第三个 增進管理效能的机构是香港生产力促进中心该中心以工业为对象 以促进生产力为目标 故其课程包括生产技巧之改良、生产成本之抑减。及管理效能之加强，该会並非一单纯之训练中心。自一九六七年成立以来，该会为工业界提供了训练、调查、研究和顾问等工作，是工业界不可或缺的协助者。

除了工餘進修机构 管理教育另一范畴是职前教育。职前教育因社会需要而兴为数颇，该类专业管理人材总

地教材——特別是個案研究教材仍十分缺乏，

根據調查訪談，各校選取學生仍以考試成績為主，智力測驗和性向測驗仍未被利用作為甄選工具，學生在學期間仍缺少學習機會。對本地工商管理學況缺少研究，個案研究之教學方法仍未普及，研討會之方式也只是在萌芽階段。

工商管理系仍未積極與其他社會科學合作研究，也極少積極與畢業學生討論在學過程之出路問題，管理教育在本港雖然蓬勃，但水準和質素仍有努力改進的必要。其目標應針對社會之需要，方法則須以不斷嘗試及改良為原則。

相信未來香港必可成為一個管理訓練及教育中心。

食和工業原料都必須仰賴外地供應，香港並擁有開源節流
他，且有完善稅務制度，廠房和商店中的人力，因此良
如的管理對香港的發展顯得格外重要，再說香港的商品
主要靠外銷，海外市場的招攬和維持，亦有賴於訓練
有素和經驗豐富的管理人員，

香港的管理教育始於一九六〇年代，在一九六〇年
以前不少企業人士對科學管理一辭不甚瞭解，每有誤解，

且有些間大規模的外資企業了解其意義，間中為中層管
理人員提供為數有限的進修課程，有些私立大專有工商
管理系之設立，但畢業生並受工商界重視，

香港之科學管理教育

陳路加

香港是個彈丸之地，面積只有二百九十方哩，人口都有四百万之眾，這些人依賴以生存的，主要是第二次世界大戰後迅速發展之工業和商業，目前香港的貿易額列世界第二十二位，工業產品佔了總出口額的百分之七十五，

香港的繁榮亦能視為功於政府和工商企業中才

智過人的管理人員，因為無論各種條件怎樣有利人力物力何其丰富，沒有能幹的管理人員予以組織及運用，就必會有任何腐敗和進步，

香港沒有丰富的自然資源，農業根本沒法自給，花



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